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ABSTRACT

This instructional guide outlines the second and third courses in a three-part sequence of high school journalism courses. For the second course, 14 units are provided--five dealing with editorial policy and responsibility, and nine dealing with writing and editing--each with its own list of resources. The third course contains 25 units--13 on editorial policy and responsibility, nine on writing and editing, and three on performing business functions. Units include such varied topics as covering a beat, writing a column, working with print-shop personnel, proofreading, and financing and distributing the school newspaper. Teacher resource materials deal with staff organization, responsibilities in advising and teaching, and techniques of supervising production and business functions. In addition, the guide contains (1) lists of skills, attitudes, and values to be imparted by each course, (2) concepts important in evaluating student progress, and (3) a general overview of the course content and sequence of the three courses. (DD)

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EXPERIMENTAL

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SENIOR HIGH SCHOOLS
JOURNALISM 2 and 3

An Instructional Guide

TE 002 344

LOS ANGELES CITY SCHOOLS
Division of Planning and Research
Instructional Planning Branch
Publication No. X-94
1970

FOREWORD

The Instructional Guide for Journalism 2 and 3 has been prepared in response to requests from teachers for specific guidance in developing programs of instruction in journalism and in resolving problems relating to the production of school publications. This guide continues the journalism sequence for the senior high schools which was begun with the Instructional Guide for Journalism 1.

Development of increased mastery of English and communication skills and of desirable personal traits continues to be emphasized in this publication. For all students, Journalism 2 and 3 will help develop such characteristics as industry, cooperativeness, dependability, and a lasting appreciation for the value of excellence. Since high school journalism courses are only introductory for students who plan careers in this field, the course outlined can best assist such students by improving their skills of reading, listening, writing, and speaking.

Enrollment in Journalism 2 and 3 provides a unique opportunity for achievement of these objectives and for practical experience as a writer or editor for the school newspaper. No other course provides a laboratory activity which holds greater potential value for the individual student.

Teachers are invited to make suggestions for the improvement of this guide while it is in experimental form. Recommendations should be forwarded to the Supervisor, Secondary English, Instructional Planning Branch, Division of Instructional Planning and Services.

NOTE: With the change-over to annual promotion, the official titles of these courses were changed to Advanced Journalism A and B. Until this guide is revised, teachers are requested to use it with the understanding that Journalism 2 is the same as Advanced Journalism A and Journalism 3 is the same as Advanced Journalism B.

ACKNOWLEDGMENTS

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CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS iv

TO THE TEACHER viii

SKILLS x

ATTITUDES AND VALUES xii

EVALUATION xiii

SCOPE AND SEQUENCE OF LEARNING ACTIVITIES xiv

JOURNALISM 2 1

Editorial Policy and Responsibility 3

Working as a Member of the Staff "Team" 4
Covering a Beat 5
Meeting Story Deadlines 6
Exercising Cooperation and Tact 7
Meeting Standards for Newspaper Writing 8

Writing and Editing 9

Providing Advanced Practice in Writing for the Newspaper 10
Writing the Speech Story 11
Writing the Column 12
Writing the Review 13
Using References 14
Finding Information Through Research 15
Copyreading 16
Writing Headlines 17
Proofreading 18

JOURNALISM 3 19

Editorial Policy and Responsibility 21

Meeting Production Deadlines 22
Exercising Thoroughness, Accuracy, and Initiative 23
Working Within the Framework of Established Editorial Policies 24
Exercising Leadership 25
Publicizing of School Services, Needs, and Achievements 26
Working Within Administrative Policies 27
Working With Leaders in Student Government 28

Page

Establishing Standards for Newspaper Content 29
Stimulating Discussion of Current Issues 30
Dealing With Controversy in the Newspaper 31
Helping to Maintain Good School-Community Relations 32
Preparing News Releases for Community and Metropolitan Newspapers 33
Working With Printshop Personnel 34

Writing and Editing 35

Writing the Book Review 36
Writing Reviews of the Arts 37
Writing the Humor Column 38
Writing Essays and Articles 39
Making Headlines More Effective 40
Using Photographs Effectively 41
Processing Photographs for Reproduction 42
Making Up Newspaper Pages 43
Using Typography Effectively 44

Performing Business Functions 45

Financing and Distributing the Newspaper 46
Operating Within the Established Budget 47
Selling Advertising for the Newspaper 48

TEACHER RESOURCE MATERIALS 49

Organizing the Staff 51

Selecting Editors and Editorial Staffs 52
Establishing Staff Responsibilities 53
Establishing Newspaper Objectives 54
Assuring That Staff Members Will Not Overspecialize 55
Processing Copy, From Reporter to Pressman 56
Assuring Complete Coverage of Campus News 57
Utilizing Journalism 1 Students as Staff Members 58
Producing the "Cub" Edition 59
Avoiding Libel 60
Guiding Selection of Newspaper Content 61
Maintaining Harmonious Working Relationships With Administrators and Other Staff Members 62
Working With Printshop Personnel 63
Developing Harmonious Relationships Between the Newspaper Staff and the Student Council 64
Preparing News Releases for Community and Metropolitan Newspapers 65

Page

Functioning as Both Teacher and Adviser 66

Organizing the Class for Instruction and Production 67
Organizing the Production-Teaching Schedule 68
Developing a Qualified Staff 69
Establishing Standards for Marking Practices 70
Recognizing Achievements of Staff Members 71
Informing Students of Career Opportunities 72
Teaching Effective Headline Writing 73
Producing a Literary Supplement 74
Affiliating With Journalism Organizations 75
Utilizing Rating and Other Press Association Services 76
Participating in Contests and College Newspaper Days 77

Supervising Production and Business Functions 78

Equipping the Newspaper Staff Laboratory 79
Financing the School Newspaper 80
Conducting Subscription Drives 81
Distributing the School Newspaper 82
Establishing Advertising Policies 83
Sharing Responsibility for Decisions 84
Reviewing Newspaper Practices 85

REFERENCES 87

TO THE TEACHER

Organization

In organizing instruction, the teacher should note that Journalism 2 students normally serve as reporters for the school newspaper. Those enrolled in Journalism 3 usually are selected as editors. Course descriptions for Journalism 2 and 3 appear in the Catalog of Authorized Subjects, Junior and Senior High Schools (Publication No. SC-486).

It is recognized, however, that sometimes it may be necessary to assign Journalism 2 students to positions of leadership. For this reason, the section for Journalism 2 contains some cross references to Journalism 3.

During enrollment in Journalism 2 and 3, students should be encouraged to engage in reading, writing, and speaking in a variety of forms. Class members should read newspapers, magazines, biographies, and essays; prepare reports, reviews, and criticisms; and engage in formal and informal discussions.

The teacher also will note that there are references to the development of desirable personal qualities in the sections of this guide which concern Editorial Policy and Responsibility. These references emphasize that growth in character and personality is a major objective of the study of high school journalism. Students develop desirable character traits and a more mature personality through the individual guidance of the teacher during such activities as writing and editing, rather than through formal study of such topics as Exercising Cooperation and Tact.

Policies

Journalism courses are a regular part of the school curriculum. As in any other course (e.g. chemistry), the Board of Education, the administrators concerned, and the teacher of the class have authority to decide on content and on policies. Newspaper staffs can (and should) be given great freedom of choice, but staff members should clearly understand that final decisions rest with the principal and the journalism teacher.

Both the adviser and school administrators will work together in formulating policies concerning the content of the newspaper. Editors and staff members should understand the guidelines which are provided as a result and the reasons for them.

"Freedom of the Press"

The principle of "Freedom of the Press" does not apply to school newspapers. However, students should know why. As a constitutional guarantee, "Freedom of the Press" applies to publishers; it does not imply that writers and editors may print whatever they wish. A student editor is not a publisher. Because the high school newspaper usually is financed by the student body.

it might seem to some observers that the student body is the publisher. However, the newspaper is prepared through journalism laboratory activities as part of the regular instructional program. Therefore, the principal and the school system are responsible for its content. The journalism teacher, as the staff adviser and principal's representative, is charged with maintenance of the standards which have been established. It is the adviser's duty to review material for publication and to determine its appropriateness. In occasionally exercising direction and censorship, the adviser protects the students' privilege of producing a newspaper.

Style Sheet

It is recommended that a style sheet be adopted which conforms as nearly as possible to the established standards for composition classes. A sample of such a style sheet is included in the Appendix of the Instructional Guide for Journalism 1. Deviations from composition standards are noted. It is suggested that this style sheet, or a locally prepared modification of it, be produced for distribution to journalism students.

Production Schedule

Unless proper precautions are taken, the teacher will find that the production schedule for the student newspaper will dominate what should be a balanced program of laboratory activities and instruction. Therefore, the following weekly distribution of time is suggested:

Three days for laboratory activities and individualized instruction
Two days for classroom instruction

The teacher will plan both the production schedule and instructional program for Journalism 2 and 3 within the framework of school and district policies.

SKILLS

In Journalism 2 and Journalism 3, students will increase progressively in mastery of the following skills:

OBSERVING

1. How to observe events with greater accuracy and objectivity, through continued practice in reporting
2. How to perceive and evaluate, with increased skill, the significance of interrelated events
3. How to perceive the community, the nation, and the world through the objective eyes of a reporter

SPEAKING

1. How to converse with increased poise, purpose, courtesy, objectivity, and effectiveness, through practice and evaluation of interviewing techniques
2. How to speak before a group with increased confidence, fluency, coherence, and effectiveness, through practice in making reports and participating in discussions

LISTENING

1. How to become an attentive listener, through continued use of newsgathering skills
2. How to take notes with greater speed and accuracy, with particular attention to key ideas

ORGANIZING

1. How to organize ideas and details and evaluate the relative importance of facts with increased speed, purpose, and coherence, through practice in gathering material relating to a news event and presenting it effectively in news story form
2. How to present information more systematically, in written or oral form, avoiding omission of details necessary for clarity and striving to build fact upon fact, to increase the understanding of the reader or listener

READING

1. How to read with increased consciousness of organization and with increased capacity for accuracy and understanding and for retention of content
2. How to read with increased consciousness of and appreciation for literary merit
3. How to read a newspaper with greater discrimination and with better recognition of ethical conduct in journalistic production

ATTITUDES AND VALUES

As students in Journalism 2 and Journalism 3 continue the development of the skills listed on pages x and xi, they also will develop further these attitudes and values:

Responsibility, Obligation, and Perseverence	through the use of good work habits in meeting deadlines and in completing assigned tasks, so that the newspaper can be published on schedule.
Integrity, Accuracy, and Fairness	through the experience of participating in the production of a newspaper which adheres to standards of accuracy and of developing ethical practices. Such experience involves writing without distortion of facts, giving full credit where credit is due, checking facts, providing information essential to fair and accurate representation, giving impartial coverage and display to all news stories, and refraining from use of the newspaper for selfish ends.
Loyalty and Helpfulness	through the experience of being responsible to the newspaper, the staff, and the student body, and of participating in the production of a newspaper that is of greatest possible service to the school.
Initiative and Pride	through the experience of seeking news and, with a minimum of supervision, contributing to the completion of the production process. The student learns that each task undertaken deserves his best skill and effort and that the greatest service and satisfaction are attained through a job well done.
Cooperation and Tact	through the experience of working with the various persons involved in newsgathering and production, including fellow students, teachers, administrators, local citizens, printers, and staff members of professional newspapers.

WRITING

1. How to communicate exactly that which is intended
2. How to write with greater accuracy, clarity, effectiveness, and objectivity the types of articles which are published in school newspapers
3. How to write with increased skill in using correct sentence structure, spelling, vocabulary, and grammar
4. How to observe the best standards of accepted English and journalistic usage
5. How to prepare articles for release to community newspapers

GATHERING NEWS

1. How to recognize news through increased knowledge of the elements that make an event newsworthy
2. How to plan for and conduct more productive interviews, undertake preliminary research, and take notes
3. How to cover a news beat more systematically and responsibly
4. How to gather news of interest to community newspapers
5. How to use reference sources and conduct research

EDITING NEWS

1. How to evaluate news in terms of its appropriateness for the school newspaper
2. How to evaluate news so that stories receive appropriate position and space in the school newspaper
3. How to achieve consistency of expression by developing and using an appropriate style sheet
4. How to read copy, write headlines, plan and dummy pages, correct galley and page proofs, obtain news pictures and prepare them for publication, and help to organize and direct a staff

PERFORMING BUSINESS FUNCTIONS*

1. How to prepare a budget in cooperation with the adviser, financial manager, printer, administrator, and student body government and operate within it
2. How to promote the sale of the school newspaper and distribute copies of each issue
3. How to conduct all phases of advertising work, including selling, billing, and collecting accounts, preparing and dummying copy, and observing policy

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*Practice in these skills must be based upon indivdual school financial and administrative policy.

EVALUATION

Specific areas for evaluation of student progress in Journalism 2 and 3 are listed on pages x, xi, and xii. Appraisal of achievement in any part of a course is related directly to student growth in use of skills and development of attitudes and values. Additional suggestions appear on page 70.

The following concepts are important in evaluation:

1. Evaluation is a continual process. Frequent appraisal reinforces learning, provides opportunities to detect areas of weakness and to eliminate them, and furnishes evidence of mastery in determining when new material should be intorduced.

2. Evaluation should be directed specifically toward measurement of progress in achievement of objectives which are clearly understood by the students.

3. Evaluation should be followed by opportunities for students to correct errors.

4. A large sampling of student work should be evaluated to provide a broad base upon which to assign marks and to offer students many opportunities to demonstrate their progress.

5. Although performance of the newspaper staff will be evaluated as an important part of the determination of a student's mark, each performance represents an individual achievement and is not directly comparable to the work of any other student. Assignment of marks for staff performance is, therefore, particularly difficult. Judgments should be based on a sufficient number of assignments, class projects, and examinations, so that comparable achievement can be measured. Students also need opportunities to engage in enrichment activities of comparable difficulty.

6. Attitudes and values are important influences upon a student's contributions to production. In the appraisal of this aspect of the student's work, the teacher must make judgments on the basis of objective evidence, such as success in meeting deadlines and demonstrated ability to assist in times of emergency.

SCOPE AND SEQUENCE OF LEARNING ACTIVITIES

The following summary will provide the teacher with a general overview of course content for Journalism 1, 2, and 3:

Journalism 1

1. Reading of a newspaper effectively, wisely, and profitably
2. Characteristics of newspapers and of the process of production
3. Elements of newsworthiness
4. Newsgathering techniques
5. Writing of several of the basic types of newspaper articles; using a style sheet and basic copyreading symbols
6. Roles of mass communication media other than the newspaper
7. Role of the press in our society, with reference to the history, tradition, and function of journalism
8. Introduction to writing for the school newspaper

Journalism 2

1. On-the-job experience for students as working members of the school newspaper staff
2. Staff organization and functions, with emphasis upon the many requirements for successful performance as a staff member
3. Writing of articles for a newspaper, including preparation of special types of materials
4. Functions of newspaper editing, including copyreading, headline writing, and proofreading

Journalism 3

1. On-the-job experience for students as staff members and editors of the school newspaper
2. Individualized instruction in the use of photographs, processing of art, preparing makeup, and maintaining liaison with printers during production
3. Formulation and application of editorial policy, including relationships with the administrator, the student body government, and the community
4. Business functions, including sale of subscriptions, preparation of a budget, selling space for advertisements, and distribution of copies of the newspaper
5. Experience in preparing articles for release to local and metropolitan newspapers

ADVANCED JOURNALISM A

Journalism 2

EDITORIAL POLICY AND RESPONSIBILITY

If a staff is to be efficient and productive and if its members are to take pride and pleasure in their work, each worker must understand and accept the principles of staff organization and recognize the importance of cooperation and dependability.

In the modern world, there are very few activities which are performed by an individual working in isolation. We are a society of groups and group enterprises. The newspaper staff is such a group, dependent for its success upon teamwork.

As staff members participate in preparation of the content of the school newspaper, they should be aware of the importance of continuing their development of desirable personal traits and of the concepts which are presented in this section.

WORKING AS A MEMBER OF THE STAFF "TEAM"

Content

Learn how the staff is organized.

- Lines of authority
- Responsibilities of each staff position

Understand clearly the role of each staff member.

- To whom he is directly responsible
- Over whom he exercises authority

Accept responsibility for each task which is assigned.

Recognize that production of a school newspaper requires teamwork.

- Development of the "team" spirit
- The "follow-through" attitude

Develop a spirit of cooperation; offer assistance to other staff members; accept help graciously.

Recognize that the success of the team effort is more important than individual accomplishment.

Demonstrate in your work as a member of the staff those personal qualities which are essential to successful accomplishment, such as the following:

- Keenness of observation
- Accuracy
- Loyalty
- Thoroughness
- Promptness
- Dependability
- Friendliness
- Judgment
- Curiosity
- A critical, inquiring mind
- Desire for more and broader education
- Industry
- Enthusiasm for writing
- Sympathetic understanding
- Good taste
- Consideration for other persons

Resources

Reddick: Chs. 4, 5
Instructional Guide for Journalism 1: pp. 70-77
"Establishing Staff Responsibilities," p. 53
"Utilizing Journalism 1 Students as Staff Members," p.58

COVERING A BEAT

Content

Learn the requirements involved in covering a "beat" or "run"; recognize that the assignment is accompanied by a responsibility.

Develop and demonstrate in your staff performance qualities of dependability, thoroughness, loyalty, accuracy, promptness, friendliness, tact, and consideration; and demonstrate ability to cope with special problems.

A reporter should:

Become acquainted with all persons encountered regularly on the beat.

Learn the correct names, titles, and duties of each of these persons.

Be able to evaluate information and to recognize news.

Recognize that the newsworthiness of information often is overlooked.

Inquire about anticipated developments and events which have been scheduled.

Develop skill in asking questions which will elicit newsworthy responses.

Seek out news on the beat, rather than wait for it to be suggested.

Notify the appropriate editor at once, and make arrangements for photographic coverage, should an important story develop on the beat.

Recognize that every person on the beat is potentially newsworthy, whether students, teachers, administrators, counselors, secretaries, clerks, custodians, gardeners, cafeteria workers, maintenance workers, or visitors.

Develop the attitude, whatever the beat, that it is important and deserves thorough coverage.

Recognize that, although there sometimes is a reasonable excuse for not covering the beat, there is no excuse for not notifying the editor well before the deadline that the assignment cannot be covered by you.

Resources

Reddick: Ch. 13
Spears: Ch. 2
Instructional Guide for Journalism 1: pp. 74-81
Audio-Visual Materials, as listed in current catalogs

MEETING STORY DEADLINES

Content

Learn to understand the significance of the word "deadline" and the distinction between "time story is due" and "last moment when story can be accepted."

Recognize the necessity of checking the mailbox or assignment sheet at least twice daily, so that you will receive assignments in time to complete them before deadlines.

Recognize that there may be more or less to a story than an editor anticipates when it is assigned. Notify the editor at once if the length requested is inappropriate in terms of the news involved.

When an assignment is made, recognize that the editor has reserved space for your story and is depending upon you to write it.

If you cannot complete an assignment, notify the editor in time for him to locate another reporter for the task.

Reporters should:

Contact news sources at once for information or for appointments.

Establish a plan that will assure completion of the assignment before the deadline.

Exercise self-discipline to assure follow through in the event of unexpected problems or distractions.

Turn in the completed, typed story on time--not a hand-written first draft or a page of miscellaneous information to be worked over.

Follow up unexpected related news angles as part of the assignment and include them, as a matter of course, in the story before the deadline.

Reporters should not:

Plan to write the story on the deadline date, if the facts necessary can be collected earlier.

Plan to work on the assignment during any class time other than the production period in journalism.

Fail to meet a deadline because of absence, illness, or other reasons. Instead, notify the editor, the adviser, or another reporter when a problem arises, and arrange for the story to be completed on time.

Resources

Reddick: Ch. 13
Spears: Ch. 2

EXERCISING COOPERATION AND TACT

Content

Learn to appreciate more fully the value of exercising cooperation and tact, and recognize that these qualities are demonstrated by the following:

In working with the ADVISER, reporters should

Complete class assignments as carefully as assignments for the newspaper.

Submit class assignments on time.

Refrain from working on newspaper assignments during periods which have been established for class work; from using press passes, if issued, for unauthorized business; and from engaging in unnecessary, distracting activities and noise during staff work periods.

In working with EDITORS, reporters should

Accept assignments cheerfully, even when they do not concern tasks which are of personal interest.

Discuss problems courteously even when an assignment seems unreasonably difficult.

Seek assistance from the editor who made the assignment, or from the adviser, when difficulties are encountered.

Complete the job, even when it is necessary to work a little harder or a little longer than someone else.

In working with other REPORTERS, reporters should

Assist, when requested, in developing a story, delivering messages, gathering materials, typing, or in other ways.

Request similar assistance without embarrassment, when it is needed.

Offer opinions and suggestions to other reporters in a spirit of helpfulness, rather than of scorn.

In working with NEWS SOURCES, reporters should

Make appointments, if possible, to obtain information.

Avoid disturbing teachers, coaches, or students during class periods.

Recognize the courtesy of secretaries and clerks in answering questions or finding information and that their other duties must have priority.

MEETING STANDARDS FOR NEWSPAPER WRITING

Related topics in Journalism 3, may be introduced, if appropriate, in Journalism 2. Refer to pp. 27, 28, and 29.

Content

Become acquainted with the purposes of the student newspaper, and learn to recognize which types of articles are appropriate for publication.

Recognition of the need for guidelines to help maintain standards
Growth in ability to evaluate each article in relation to these standards

Learn to accept the judgment of the editors or the adviser regarding the appropriateness of materials.

Develop the ability to exercise judgment and to refrain from writing or submitting material which is not suitable for publication because it:

Concerns subject matter which is inappropriate for the newspaper.
Concerns topics on which the newspaper lacks authority.
Lacks accuracy.
Lacks objectivity.
Is crude, coarse, or indecent.
Is sympathetic of or in favor of attitudes or actions which are socially undesirable.
Is libelous.
Damages individuals, groups, or the school.
Lacks literary quality or correctness.

Understand the damage that may result from deceiving or misleading the editor or from changing or adding to material after it has been edited and approved for publication.

Be willing to ask for advice whenever there is question about the suitability of material, or the way in which it should be presented.

Recognize that individuals cannot apply their own standards when they conflict with those of the newspaper if a publication is to have overall character and integrity.

Resources

"Avoiding Libel," p. 60
"Guiding Selection of Newspaper Content," p. 61

WRITING AND EDITING

In the presentation of the following topics, assignments and activities should not be limited to preparation of material for the school newspaper and to completion of exercises in the authorized texts.

Rather, students also should be encouraged to review and discuss materials from outside sources and from the periodical and reference shelves of the library; to prepare written and oral reports; and to engage in a wide range of reading, writing, and speaking, through both individual and group projects and activities.

PROVIDING ADVANCED PRACTICE IN WRITING FOR THE NEWSPAPER

Content

Most assignments for the newspaper in Journalism 2 will concern types of articles introduced in Journalism 1. In Journalism 2, the additional experience and practice which students receive will help them develop greater skill and judgment as writers.

As the students develop greater ability, the teacher should require higher standards of achievement. In addition to skills in newsgathering, the teacher should emphasize correctness and effectiveness in the preparation of articles.

Resources

News Story:

Agnew: Sec. 1, Chs. 2, 3, 4,
Reddick: Chs. 6, 7
Spears: Chs. 3, 4, 5
Instruc. Guide for Journ. 1: pp. 98-101

Interview Story:

Agnew: Sec. 4, Ch. 1
Reddick: Ch. 12
Spears: Ch. 7
Instruc. Guide for Journ. 1: pp. 84-91, 102-103

Sports Story:

Agnew: Sec. 4, Ch. 3
Reddick: Ch. 16
Spears: Ch. 13
Instruc. Guide for Journ. 1: pp. 104-105

Feature Story:

Agnew: Sec. 3, Chs. 1, 2
Reddick: Ch. 17, 18
Spears: Ch. 10
Instruc. Guide for Journ. 1: pp. 100-103

Editorial:

Agnew: Sec. 2
Reddick: Chs. 19, 20
Spears: Ch. 9
Instruc. Guide for Journ. 1: pp. 106-107

Style Sheet:

Agnew: Sec. 5, Chs. 2, 3, 4, 5
Reddick: Chs. 8, 35
Spears: Ch. 14
Instruc. Guide for Journ. 1: pp. 94-97, 137-140

WRITING THE SPEECH STORY

Content

Develop the ability to consider all news elements in a speech assignment to determine the extent of its value.

The speaker
The speech
The audience

Prepare adequately for each assignment to report a speech. Learn the following:

The name of the speaker and his position
The title of the speech
The reasons for the speech
When and where the event will be held
The nature of the audience
Background information concerning the speaker

Build facility in notetaking. Be sure to include the following:

Key ideas expressed
Outline of main points in the speech
Important direct quotations
The "tone and mood" of the speech, to be reflected in the story

Strive particularly for an effective lead paragraph which conveys the primary news in the event as well as its spirit.

Remember to attribute the ideas presented in the speech story to the speaker. Use "_______said," "he continued," "the speaker emphasized," etc.

Master the correct uses of quotation marks and punctuation.

Direct quotes
Indirect quotes
Partial quotes within sentences
Quotes within quotes
Quotations with omissions
Titles within quotes

Convey to the readers a sense of "presence" at the speech. Convey the "feel" of the event--the appearance, mannerisms, and sound of the speaker, when appropriate; the surroundings; and the size and mood of the audience.

Resources

Agnew: Sec. 4, Ch. 2; Sec. 5, Ch. 5
Reddick: Ch. 10
Spears: Ch. 6
Audio-visual materials, as listed in current catalogs; recordings or films of televised speeches
Guest speakers, providing actual or practice assignments

WRITING THE COLUMN

Content

Become acquainted with the types of columns used in the school newspaper.

Specific information (science, music, sports, clubs, fashions, etc.)
Personality sketches
Exchanges
Variety or humor
Names or personals
Editorial commentary or news briefs
"As the writer sees it," or the personalized approach
Inquiring reporter
Alumni briefs

Learn the characteristics of each type of column.

Demonstrate ability to write material appropriate for a column and which holds reader interest.

Columnists should:

Establish definite purposes.

Develop a personal and recognizable style of writing.

Maintain continuity of style and structure in a series of columns.

Base the items in the column on specific, newsworthy topics.

Perform thorough research before writing the column.

Work hard on the writing; much of the column's appeal is in the skill of its presentation.

Keep the readers' interests in mind.

Columnists should not:

Attempt to be "oracles."

Write material which will harm any person or group.

Skirt around the truth in an attempt to make the column more interesting.

Use the "fill up the space" approach.

Reprint material without acknowledging the sources.

Present a point of view as the only side in a controversy.

Use items repeatedly from a restricted group of friends.

Allow their personal enthusiasms to dominate the column.

Resources

Reddick: Ch. 22
Spears: Ch. 12
School newspaper exchange files and professional newspapers

WRITING THE REVIEW

Content

Learn the types of characteristics of reviews which are appropriate for the school newspaper.

- Concerts
- Dramas
- Variety productions
- Motion pictures
- Television productions
- Records
- Books
- Art exhibits

Demonstrate ability to write effective and factual reviews which hold reader interest.

Reviewers should:

Acquire firsthand information concerning the subject of the review.

Recognize that student reviewers are not experts.

Concentrate on fact rather than personal opinion in offering criticism.

Utilize reports of audience reaction as a usually valid measure of success.

Review events which are pertinent to the interests of the students.

Describe both strengths and weaknesses.

Develop an impression of the total impact of a production, rather than fragmenting it.

Reviewers should not:

Rely entirely on the reports and opinions of other persons.

Present personal opinion as fact.

Indulge in damaging sarcasm.

Exaggerate or attempt to be "clever" at the expense of accuracy.

Single out individuals for either excessive praise or excessive condemnation.

Attempt to write reviews on subjects on which they are ignorant.

Expect professional performances from amateurs.

Mistake the word "criticism" as synonymous with "condemnation."

Indulge in possible libel.

Ignore the wide range of knowledge and interests possessed by readers.

Resources

Reddick: Chs. 11, 23
Spears: Ch. 11
Reviews published in professional newspapers
"Avoiding Libel," p. 60
"Guiding Selection of Newspaper Content," p. 61

USING REFERENCES

Content

Consult standard references to assure accuracy in writing stories and class assignments.

Become familiar with the uses, organization, and content of the following standard references. All, or most, of these references will be available in the journalism laboratory. All of them are available in either the journalism room, the school library, or the school offices.

- Unabridged dictionary
- Paperbacked or hardbacked abridged dictionaries, for frequent desk use
- Thesaurus
- Dictionaries of synonyms and antonyms, foreign terms, familiar quotations, and American-English usage
- World atlas
- Standard almanac
- Text of correct grammatical usage
- Official style sheet
- Back file of the school newspaper
- Recent editions of the school newspaper
- Exchange file
- Current editions of local professional newspapers
- Lists of the names and room numbers of teachers, administrators, and other staff members
- Current class schedules of faculty members
- Lists of the names and programs of students
- Lists of student body and class officers and faculty advisers
- Rosters of athletic teams and their coaches

Be guided by the following cardinal rules when writing stories or class assignments:

Do:	Do not:
Verify facts and spelling of names when there is the slightest doubt of accuracy.	Be satisfied with a "guess," not even a "reasonable" one.
Take as much time as is necessary to assure accuracy.	Begin work so late that there is not time to verify accuracy.

Resources

Listed above

FINDING INFORMATION THROUGH RESEARCH

Content

Recognize that careful research is essential to the preparation of accurate and objective stories, compositions, and reports.

Interview experts in specialized fields to obtain authoritative information or suggestions regarding additional sources.

Become acquainted with the uses, organization, and content of standard references in the library. Among these are the following:

Comprehensive encyclopedias and supplementary yearbooks containing current information
Dictionaries and encyclopedias in specialized fields, such as literature, authors, art, music, science, and geography
Textbooks, biographies, histories, etc., in specialized fields
Card catalog, including cross references, of books in the library
Reader's Guide to Periodical Literature
Books in Print
Cumulative Book Index
A comprehensive world atlas
Who's Who and Who's Who in America
Abstracts of dissertations

Be guided by the following principles when preparing material based upon your research:

Search for opinions on all sides of a controversy.
Report all sides of controversies fairly, regardless of your personal bias.
When appropriate, indicate your preferences, clearly identifying them as your opinion.
Avoid omitting facts which are needed to treat a subject objectively.
When using a quotation, identify the source so that a reader may locate it.
Do not base an opinion on only one source. Compare information on the same topic as provided in several references.

Resources

Listed above

COPYREADING

Content

Become familiar with the role and duties of the copyreader and with the techniques which he uses.

- Copyreading marks
- Editing and rewriting
- Detection and removal of libel
- Headline writing

Learn style rules and how to apply them.

Demonstrate ability to deal with some special copyreading problems.

- Editing of stories with bylines without destroying tone
- Deletion of statements which are possibly libelous
- Elimination of double entendre and misrepresentation
- Checking of names, titles, statistical matter, and calculations
- Detection of omissions
- Lengthening of material without padding; condensing without changing the meaning
- Assuring that copy and instructions will be understandable to the printer

Resources

Agnew: Sec. 6, Chs. 1, 2, 3
Reddick: Ch. 24
Spears: Ch. 14
Practice in Editing: Copyreading exercises and copyreading marks
Instructional Guide for Journalism 1: pp. 70-77, 94-97, 137-140, 152
"Working With Printshop Personnel," p. 63
"Avoiding Libel," p. 60
Audio-visual materials, as listed in current catalogs

WRITING HEADLINES

Related topics in Journalism 3 may be introduced, if appropriate, in Journalism 2. Refer to pp. 34, 40, 41, 43, and 44.

Content

Learn the basic units of measurement used in printing.

Line width
    The pica as a unit of measurement

Type height
    The point as a unit of measurement

Headline width
    The difference between letter count and unit count

Understand why headline counting is necessary.

Learn now to apply the standards for writing effective headlines.

Establishment of standards

Development and observance of rules

Development of a headline schedule

Learn the criteria used in judging the effectiveness of headline writing.

Compliance with rules

Accuracy

News sense

Clarity and directness

Originality

A sense of judgment and appropriateness

Absence of ambiguity

General effectiveness

Resources

Agnew: Sec. 7
Reddick: Ch. 25
Spears: Ch. 15
Practice in Editing: Headline writing exercises and chart for counting units
Instructional Guide for Journalism 1: pp. 20-35
"Teaching Effective Headline Writing," p. 73
Audio-visual materials, as listed in current catalogs

PROOFREADING

Content

Understand the rule and duties of the proofreader in the production process and the techniques of proofreading.

Proofreading marks and how to use them

Correction of errors in typesetting

Reading of proof with the help of a copyholder

Care and thoroughness when reading proof aloud as a member of a team

Demonstrate ability to deal with some special proofreading problems.

Checking of material rapidly and returning of galley proofs or page proofs promptly, so that production will not be delayed

Familiarity with type styles, faces, and sizes; with line widths; and with the mechanics of butted slugs, so that the types of errors which occur in typesetting will be recognized

Recognition that proofreading is not editing

Familiarity with printing processes and equipment, so that:

Types of errors and their causes will be understood
The amount of work involved, as well as the possibility of additional errors, will be anticipated and taken into consideration so that requests for corrections will involve a minimum amount of work
A mutually appreciative and understanding working relationship with printshop personnel be maintained

Recognition that printers have problems and deadlines, too; that they will identify most errors, typographical or otherwise; that it is not the printer's responsibility to do the work of the editor or the proofreader

Recognition that proofreading provides the last opportunity to detect errors before publication and that proof must be read for sense as well as for visible typographical error; that errors may involve omissions, transpositions, or words which are correctly spelled but incorrectly used

Resources

Agnew: Sec. 9
Reddick: Ch. 29
Spears: Ch. 14
Practice in Editing: Proofreading exercises and proofreading marks
Instructional Guide for Journalism 1: pp. 70-77
"Working With Printshop Personnel," p. 63

ADVANCED JOURNALISM B

Journalism 3

EDITORIAL POLICY AND RESPONSIBILITY

If a newspaper is to have character, it must have definite editorial policies. Every staff member involved in writing and editing must fully understand and support the policies. If the newspaper is to serve the school effectively, its purposes must be clearly stated. Otherwise, the services which the staff members perform will not be successful.

Staff members who master the skills of wise and considerate leadership and who work with initiative, industry, responsibility, judgment, and purpose will produce a newspaper in which they may take justifiable pride and which will be a credit to the school.

MEETING PRODUCTION DEADLINES

Content

Recognize the necessity of a realistic production schedule, developed jointly and observed by both the editorial staff and the printshop personnel.

In cooperation with the printshop personnel, observe agreed-upon deadlines.

Recognize that coverage of "spot news" is not a normal responsibility in writing for the school newspaper.

Establishment of deadlines with recognition that producing a school newspaper primarily concerns education; that, although coverage of "spot news" may sometimes be desirable, it is not a normal function

Recognize that acceptance of responsibility involves an obligation to other staff members, the readers, and the school.

Recognize that each task undertaken must be completed, unless it is reassigned with the approval of the editor or other staff member concerned.

Demonstrate ability to work effectively as an editor.

Editors should:

Establish story deadlines at least one full day in advance of page deadlines (with the occasional exception of "spot news" assignments).

Maintain a backlog of feature copy for use when needed.

Write headlines at the time that copy is edited and material is assigned to a location on the page.

Prepare captions at the time pictures are selected.

Plan special issues well in advance.

Maintain and use a futures book.

Editors should not:

Wait until the hour before the final deadline to make up pages.

Remove materials for the newspaper or plans for page layouts from the staff room.

Take home original copies of any materials intended for use in the newspaper.

Make last-minute requests of printshop personnel.

Depend upon "emergency excusal" from other classes or from journalism class activities to "get out the paper."

Resource

"Working With Printshop Personnel," p. 63

EXERCISING THOROUGHNESS, ACCURACY, AND INITIATIVE

Content

Demonstrate qualities of thoroughness in performing assignments.

Assure that:

Stories are complete.

News of importance equal to that published has not been omitted.

Materials for publication have been selected impartially.

If a controversy is involved, all viewpoints have had equal opportunity for expression.

Copy for the printer is well edited.

The best possible effort has been exercised in the time available.

Demonstrate qualities of accuracy. Assure that:

Spelling, titles, statistics, lists, etc., are correct.

Facts have been obtained from reliable sources, such as faculty rosters, official scorebooks, firsthand information, office records, student program cards, record books, almanacs, and library reference resources.

Information of a doubtful nature has been omitted.

Demonstrate qualities of initiative.

Participate actively in planning at staff meetings.

Experiment with new ideas in the newspaper, within the framework of basic policies.

Follow up news coverage with related feature or editorial material.

Be willing to do more than is required when given an assignment so that the best possible results can be obtained.

Exercise resourcefulness and ingenuity in utilizing resources at hand.

Resources

Listed above

WORKING WITHIN THE FRAMEWORK OF ESTABLISHED EDITORIAL POLICIES

Content

Understand and help to develop editorial policies.

Consult appropriate editor when in doubt concerning applications of policies.

Consult appropriate editor when considering preparation of material which may be questionable in terms of policies.

Be willing to work within the framework of policies.

Recognize the necessity for the formulation of clearly stated policies.

The following questions will assist each new staff in noting areas in which newspaper policies should be established, reaffirmed, or modified:

1. What specific guidelines should be used in determining the suitability of material for publication?
2. Will off-campus news be printed? If so, what types?
3. Will reviews concerning such topics as moving pictures, TV programs, or books be printed?
4. Will editorials and/or features about off-campus social or political issues or world affairs be printed? If so, what types?
5. What kinds of personal items and features about students or teachers will be used?
6. Will any items which reflect unfavorably upon any aspect of the school, its personnel, or its programs be published?
7. How many editorials will appear in each issue? Who will write them? Whose opinions will be represented?
8. Will the newspaper take an active interest in student government? What will be the relationship of the editor to the student government?
9. Will the newspaper take an editorial stand during school controversies? If so, how will the stand be determined?

Resources

"Developing Harmonious Relationship Between the Newspaper Staff and the Student Council," p. 64
"Maintaining Harmonious Working Relationships With Administrators and Other Staff Members," p. 62
"Guiding Selection of Newspaper Content," p. 61
"Avoiding Libel," p. 60

EXERCISING LEADERSHIP

Content

Learn the role of each leader within a system of leadership.

Understand the responsibilities and privileges of each leader.

Understand the limitations of leadership roles.

Demonstrate those qualities which editors must demonstrate in greater degree than reporters:

Initiative
Resourcefulness
Judgment
Skill
Dependability
Industry

Demonstrate those qualities that reporters expect editors to exhibit:

Helpfulness
Fairness
Understanding
Respect
Courtesy
Consistency

Demonstrate the ability and judgment to avoid some of the problems inherent in the exercise of leadership.

An editor should:

Treat every member of the staff with equal respect and consideration.

Help staff members do a good job--not just order them to perform work.

Accept and exercise responsibility and authority calmly and firmly, without apology.

Recognize and compliment good work.

Accept direction or suggestion gracefully from those persons to whom he is responsible.

An editor should not:

Assign any task which he himself could not perform (excepting, of course, tasks involving specialized knowledge, such as sports reporting or photography).

Allow authority to "go to his head."

Grant special favors to special friends.

Interpret a staff member's failure to fulfill an assignment as a personal affront.

Gossip about poor performance by staff members.

Resources

Reddick: Ch. 34
Spears: Ch. 21
"Selecting Editors and Editorial Staffs," p. 52

Some instruction in this topic, when appropriate, may be presented in Journalism 2.

PUBLICIZING OF SCHOOL SERVICES, NEEDS, AND ACHIEVEMENTS

Content

Understand the services which are performed by the school newspaper in developing school spirit and pride:

- The vicarious sense of achievement which each member of the school "family" feels in the achievements of other students
- The encouragement which is provided by the reporting of achievements and honors
- The strengthening of school-community relationships through reporting of achievements and honors
- The news value of reports of achievements and honors

Assure thorough coverage of achievements and honors, special educational programs, new courses, and new services to students, as well as school needs.

Establish beats which cover offices, departments, classrooms, and school organizations.

Provide to reporters on beats suitable forms to be filled out, indicating what news is available, if any, and containing space for signature by the information source as an indication that the beat was covered. (These forms can be filed for future reference.)

Realize that teachers and other staff personnel also deserve recognition for success.
Report special exhibits and displays of outstanding student work and special projects.
Cover all athletic events, including JV, B, and C team activities; minor sports; and girls' activities.

Obtain help of the following types: the Area Office of Public Information serving your school, information on how to send releases to local papers, lists of local papers, resource speakers to address journalism classes, photographers for special events of area interest.

NOTE: your Area Office of Public Information should handle all news coverage or releases to the metropolitan press, television, or radio; it should be notified of specially noteworthy events, guests, occurrences at your school. The area public information officer is available for advice on journalistic and public relations problems. Ask your principal for the location or phone number of the office serving your school and area.

Resources

Reddick: Ch. 13
Spears: Ch. 17

WORKING WITHIN ADMINSTRATIVE POLICIES

Some instruction in this topic, when appropriate, may be presented in Journalism 2.

Content

Understand the necessity and value of observing administrative policies.

Assuring consistency in observance of the newspaper's purposes
Maintaining harmonious working relationship with administrators

Understand the reasons for administrative policies as they apply to the newspaper.

Legal responsibility of the administrator and school system for the newspaper

Role of the newspaper in the total school educational program

Responsibility of administrators in strengthing school-community relationships and the influence of the newspaper on community attitudes

Understand the meaning of "freedom of the press" as it applies to the school newspaper.

Demonstrate ability to work effectively within administrative policies.

Editors and Staff writers should:

1. Understand administrative and newspaper policies as they apply to the preparation and presentation of materials for publication.
2. Learn to apply policy guidelines in specific situations.
3. Consult other editors or the newspaper adviser regarding questionable materials.
4. Accept the judgment of the adviser when decisions are necessary, acknowledging that the rendering of such judgment is his properly delegated responsibility.
5. Understand that appointment to an editorship or other staff positions is an opportunity and a privilege, not "an unalienable right."

Resources

Instructional Guide for Journalism 1: pp. 12, 127-129
"Maintaining Harmonious Working Relationships With Administrators and Other Staff Members," p. 62
"Guiding Selection of Newspaper Content," p. 61
"Establishing Newspaper Objectives," p. 54
"Avoiding Libel," p. 60

WORKING WITH LEADERS IN STUDENT GOVERNMENT

Some instruction in this topic, when appropriate, may be presented in Journalism 2.

Content

Understand that the primary functions of the newspaper staff and student government classes, respectively, are to provide laboratory activities contributing to the development of communication and leadership skills.

Recognize that the journalism class is organized primarily to provide instruction in newspaper production, not to produce a newspaper; and that the student government class is organized primarily to provide instruction in the functions of government, not for the purpose of "making laws." Therefore, neither class may justifiably expect the other to have mastered the skills of communication and leadership.

Recognize the need for cooperation and the acceptance of guidance and direction from administrators and advisers, just as students in other courses accept guidance and direction from their teachers.

Use the following guidelines, as adapted to the individual school, in relationships with student leaders.

Editors should:

When controversies occur, permit all points of view to be presented in the newspaper.

Publish editorial opinions concerning student government actions only when they represent group thinking by the newspaper staff.

Discuss student government actions constructively and objectively.

Present reports of student government actions to stimulate discussion by members of the student body.

Editors should not:

Engage in personal criticism, either in news stories or in editorials.

Begin controversy over such issues as the "power of the press" versus the "power of government."

Involve the newspaper staff in "crusading" activities which would limit the primary function of either the leadership or journalism staff class.

Engage in argument over conflicting guidance from advisers.

Resource

"Developing Harmonious Relationships Between the Newspaper Staff and the Student Council," p. 64

ESTABLISHING STANDARDS FOR NEWSPAPER CONTENT

Content

Establish criteria by which to evaluate material submitted for publication. Articles should:

Contribute to achievement of the purposes of the newspaper.
Assist the writer in developing greater skills of communication.
Avoid being offensive to the majority of readers.
Avoid damaging an individual or group.
Provide information which is not readily available from other sources.
Be accurate, objective, and complete.
Be of interest and concern to a reasonably large number of readers.

Use the following guidelines in making decisions regarding questionable material:

Publish articles which:	Do not publish articles which:
Are accurate and have positive values.	Involve personal criticism, name-calling, or other offensive subject matter.
Are appropriate in terms of policies.	Publicize off-campus clubs.
Help to maintain standards	Review books or entertainment not recommended for teenagers.
If they concern off-campus news, are of reader interest. (Items may concern alumni, other schools, books, TV programs, and films.)	Attempt to compete with professional newspapers in scope and content.
	Report news involving student arrests or disciplinary action.
If they concern social, political or world affairs, are of reader interest.	Express opinions not based on adequate information or research.
If they concern science projects, hobbies, awards, jobs, travel, or similar topics, are of reader interest.	Overload the newspaper with "personal" trivia, such as the "Teacher," "Senior," "Car," or "Athlete" of the Week.
	Are more appropriate for a magazine.
	Concern gossip.

Resources

"Establishing Newspaper Objectives," p. 54
"Avoiding Libel," p. 60
"Guiding Selection of Newspaper Content," p. 61

STIMULATING DISCUSSION OF CURRENT ISSUES

Content

Recognize the value of the newspaper in focusing attention upon school-wide purposes, projects, accomplishments, and policies through such activities as the following:

Report news of school-wide activities, such as drives, dances, assembly programs, contests, and the athletic events.

Describe the origins of and reasons for school rules and traditions.

Publish news or features concerning activities in the school program which are not often observed by large segments of the student body, such as the work accomplished in specialized vocational shop classes for boys or for girls in special elective courses, and in service clubs and other organizations.

Summarize results of forums and opinion polls on current issues which are appropriate for coverage in the school newspaper. In the case of polls concerning topics related to social studies courses, students should receive guidance from the Chairman of the Social Studies department.

Publish questionnaires or check lists in the newspaper as "tear-offs."

Report resolutions of the student council, accompanied by background information and summaries of opinions, pro and con.

When appropriate, invite the student body president to write a column.

Publish editorial opinions on school-wide issues to stimulate student discussion; but be sure to invite and to publish opposing viewpoints.

Publish a "Letters-to-the-Editor" column.

Resources

Agnew: Sec. 1, Ch. 7
Reddick: Chs. 20, 21
Spears: Chs. 17,18

DEALING WITH CONTROVERSY IN THE NEWSPAPER

Content

Take advantage of reader interest in controversial topics while avoiding the bizarre or sensational. Accept direction from the adviser and principal regarding suitability of material to the long-run interests of the school and the educational process.

Recognize that the newspaper editor and his staff have no ethical or legal right to impose their personal opinions on readers.

Utilize such methods as the following in reporting or commenting upon controversial issues:

Report news related to controversies.

Quote opposing viewpoints, as expressed by qualified persons.

Provide background information through use of features.

Prepare informative editorials.

Present interpretive, but not overly opinionated, editorial cartoons.

Summarize results of campus polls when sampling is adequate.

State a position in editorials, inviting rebuttals by qualified persons.

Conduct letters-to-the-editor column.

Invite qualified persons to write articles clarifying issues.

Resources

Agnew: Sec. 2
Reddick: Chs. 12, 20, 21
Spears: Ch. 9
Instructional Guide for Journalism 1: pp. 11-35, 106-107, 112-133
"Avoiding Libel," p. 60
"Maintaining Harmonious Working Relationships With Administrators and Other Staff Members," p. 62
"Developing Harmonious Relationships Between the Newspaper Staff and the Student Council," p. 64

HELPING TO MAINTAIN GOOD SCHOOL-COMMUNITY RELATIONS

Content

Develop a greater understanding of the newspaper's role in maintaining good school-community relations.

Assure that materials for the newspaper are of high caliber and that high standards are maintained in their presentation.

Encourage students to take home copies of the newspaper. Include items in each issue which will be of interest to parents.

Prepare news releases for professional newspapers concerning the many school activities which have community appeal. Develop the ability to recognize news with off-campus value. Such events as the following will be of interest:

Interscholastic athletics and results of competition
Concerts, plays, lectures, community meetings on campus
Carnivals, open house, parents' days
Exhibits and science fairs
Commencement exercises
Registration schedules
Announcements of new curricula or major sequences
Schedules of placement of qualification examinations
Announcements of scholarships
Schedules of report card distribution
Career advisement schedules or special programs
Changes in graduation requirements
Changes in the faculty, including additions, transfers, retirements
Announcement of health services; schedules for examinations, innoculations, etc.
Outstanding or unusual achievements and honors which concern students or faculty and other staff personnel
Achievements of alumni

Establish harmonious relationships with merchants and service groups in the community. Arrange for students to cover non-school activities in order to receive additional training.

Resource

"Preparing News Releases for Community and Metropolitan Newspapers," p. 65

PREPARING NEWS RELEASES FOR COMMUNITY AND METROPOLITAN NEWSPAPERS

Content

Learn to recognize school news of interest to the community.

Prepare releases for community and metropolitan newspapers concerning news of this type. (In many cases, news stories of interest to the community may not appear in the school newspaper.)

Submit news items to community newspapers with the approval of the adviser.

Prepare releases for metropolitan newspapers when authorized by the adviser. Releases should concern only events of major interest.

Learn how news releases must differ from articles for the school newspaper. Note that the following should receive particular attention in releases: identification of the school in the lead; inclusion of names of parents, when appropriate; explanations of school organizations and events, as needed to clarify meaning.

Assure that the lead is complete and that the release does not contain inaccuracies or errors in spelling, grammar, or punctuation.

Be sure that releases are submitted prior to deadlines and that they have been typed in the proper form.

Obtain the adviser's written approval before submittal of any release.

Recognize that editors are under no obligation to publish releases and that material may be rewritten or dramatically revised. Although you may not always agree with their judgments, recognize that editors have the responsibility to modify releases in terms of their own editorial needs.

If you are writing a regular school column for a community newspaper, be sure to follow the editor's instructions.

Determine the purpose of the column and the types of items which should be included.

Observe space requirements.

Submit material regularly and in proper form. Be sure to observe deadlines.

Obtain adviser's approval of the copy for each column before submitting it.

Resource

"Preparing News Releases for Community and Metropolitan Newspapers," p. 65

WORKING WITH PRINTSHOP PERSONNEL

> Some instruction in this topic, as appropriate, any be presented in Journalism 2.

Content

Appreciate the advantages of a harmonious working relationship with printshop personnel.

-A better newspaper
-More relaxed working conditions
-Absence of personal frictions and animosities

Develop an understanding of the factors which are involved in developing harmonious relationships.

-Maintaining copy that is clean and readable
-Mutual understanding and respect for jobs, responsibilities, schedules, deadlines, expectations, capabilities, and problems
-Recognition of the distinction between instructional periods and production periods
-Mutual agreement on schedules and deadlines
-Notification in advance when it is necessary to depart from the normal schedule
-Mutual recognition that student work is not expected to be of professional quality

Learn some of the terms used in newspaper production:

butted slugs
casting
centered
column rule
crossline
cutoff rule
distribute
dummy
fountain
furniture
galley
galley proof
gutter
holdover
hungry linotype
hungry press
jimdash
jump head
jump line
justify
kill
killsheet
leaded (ledded)
leaders (leeders)
letterspaced
line gauge
linotype (lino)
lockup
loose line
loose column
magazine
makeready
matrix (mat)
mount
mounted
open
open up
overprint
overset
pasteup
pi
pinup
plane
proof press
put to bed
quoins
rail
run (noun or verb)
save
slug
solid set
spill
standing
stick
stone
tight line
tight column
trim
underset
workup

Resources

Reddick: Ch. 3
Spears: Ch. 20 and Glossary
Instructional Guide for Journalism 1: pp. 70-77, 141-151
"Working With Printshop Personnel," p. 63

WRITING AND EDITING

In Journalism 3, editors and other staff members will write more specialized articles. In addition, they will become more proficient in editing and will exercise creativity and increasing judgment.

In addition to production of the school newspaper, students enrolled in Journalism 3 will receive a variety of other assignments to enrich classroom instruction and to improve their skills of communication. For example, they will read editorials, essays, biographies, novels, and plays. Students also will prepare written and oral reviews and analyses. Among the objectives of Journalism 3 are the development of a high degree of reading skill, of critical judgment, of creativity, and of increased facility in the use of language.

WRITING THE BOOK REVIEW

Content

Compare book reviews in sources such as the following to develop a better understanding of professional reviewing techniques:

Local metropolitan newspapers
The New York Times
The Saturday Review
Weekly news magazines

Analyze professional book reviews and decide what the writers have done in each case to make the review interesting, as well as informative.

Write book reviews for practice or for publication in the school newspaper. Be guided by the following suggestions:

Address your review to student readers, but do not "write down."

Cite highlights of the plot to increase interest, but do not summarize the entire story nor disclose the outcome.

Mention significant characters or events.

Describe the theme.

Note the qualities of the story in relation to standards of literature.

Explain the author's apparent purpose.

Discuss the significance of the book in terms of its relationship to issues which may be of interest to students.

Describe the age or interest group to which the story would most appeal.

Assess the influence of the author's life on the book, or how it may have influenced its preparation.

Compare the book with other books by the same author.

Compare the book with other books on the same subject or same general theme.

Express your opinions, but do not stress them unduly. Recognize that student writers are not professional critics.

Resources

Reddick: Ch. 23
Spears: Ch. 11

WRITING REVIEWS OF THE ARTS

Content

Write reviews honestly and objectively. Avoid either lavish praise or snobbishness. Recognize that you are not the "final authority" on what is "good" music, art, or drama. Observe such principles as the following:

When expressing opinion, do not present it as fact. Offer reasons or specific examples.
Consult authorities, when possible, and cite their opinions.
Discuss art, music, and drama with persons who have studied them.
Ask students who are skilled in each field what they are trying to achieve.
Attend art shows, concerts, and drama events to increase knowledge and ability to evaluate.
Read professional reviews in recognized publications.
Develop a specialized vocabulary, but do not overuse trade jargon.
Ask the artist or performer what he hopes to achieve. Determine whether the purpose is consistent with the effect of a performance on an audience.
Review the background of the event.

Distinguish between the works of professionals and amateurs.

Professional events

Although the principles of "fair comment and criticism" apply, be cautious. That is, when a professional presents his skill or the product of his skill for profit, he invites the risk of receiving either approval or disapproval. However, recognize that you are not a qualified or experienced critic. Express your opinions regarding works of art, concerts, plays, motion pictures, television programs, and recordings, but avoid the implication of authority.

Avoid writing reviews which are at best merely reflections of general student taste and poor imitations of the content of "teen" magazines. Remember that reviews of professional productions can only be justified when they elevate the level of readership and authorship.

Student events

Remember that you are neither qualified nor privileged to judge the work of students like yourself who are developing skills. Although you need not praise all student work, neither may you condemn it.

Do not try to "sell" an event. Simply write a factual, informative review.

Resources

Reddick: Ch. 11
Spears: Chs. 11, 12

WRITING THE HUMOR COLUMN

Content

Determine whether a humor column is appropriate and whether a high level of quality can be maintained.

Analyze humor columns from school exchange files and from professional publications. Determine which characteristics are desirable. Try to make your own writing meet high standards.

Classify the types of humor columns. Decide which type is most appropriate for your school newspaper.

Do not "borrow" excessively from exchange files. When you do use material which is worthwhile, acknowledge the source.

Do not prepare a humor column which is an imitation of such columns in "teen" magazines. Make an original contribution. Be neither trite nor in poor taste.

Do not embarrass or humiliate an individual or group in an effort to create laughter. You cannot successfully rationalize cruelty in print just because it may be "funny."

Study examples of sarcasm, parody, satire, irony, and the pun in professional newspapers and experiment with these forms.

Study examples of different techniques, such as exaggeration, the incongruous, the familiar dealt with in an unfamiliar way, and the serious treatment of a trivial situation, Practice using these techniques.

Practice use of different literary forms, such as anecdotes, especially those which report humorous occurrences on campus; jokes and riddles; and light verse.

Keep a notebook for reference. Jot down ideas for the humor column whenever they occur to you, and record anecdotes of real happenings at the time they occur. Do not try to build your column at the typewriter.

Learn to appreciate that real humor is one of the most difficult forms of writing. You cannot rush it, and you cannot force it. Remember that copy for each column must be polished and repolished. A full half of the impact of humor is in the quality of writing.

Resources

Reddick: Ch. 22
Spears: Ch. 12

WRITING ESSAYS AND ARTICLES

Content

Read examples of essays and articles in books, periodicals, and newspapers. Become familiar with the characteristics of each form and with the freedom which can be exercised in selection of subject matter and treatment.

An essay is an expression of the author's opinions concerning a subject.

An article is a review of the facts concerning a subject, or of information or other persons' opinions concerning it.

Essays and articles may be prepared in any way which is appropriate and effective. They may be scholarly or light, serious or humorous, formal or informal, long or short, argumentative or relaxed. They may be written for any of several purposes, such as to persuade, to inform, to appreciate, or to entertain.

Since most editorials are essays or articles, the suggestions which apply to editorial writing apply here as well.

Write examples of essays and articles in a variety of forms and for a variety of purposes.

Select a "tone," and maintain it.

Determine a purpose, make sure that it is clear without direct preaching, and seek to achieve it.

After clearly distinguishing between the essay and the article, remember that most material for the newspaper should be a combination of the two.

When writing for the school newspaper, select subjects which concern the school on broad student interests.

Never "write down" to student readers. On the other hand, maintain clarity and directness.

Write about topics with which you are familiar. When using personal experience, be sure that the material will have wide reader interest.

Resources

Agnew: Sec. 3, Ch. 1
Reddick: Chs. 22, 23

MAKING HEADLINES MORE EFFECTIVE

Some instruction in this topic, as appropriate, may be presented in Journalism 2.

Content

Review the purposes of headline writing.

News emphasis
Visual attractiveness

Learn the types of headlines.

all-cap
cap and lowercase
flush left
crossline
dropline
inverted pyramid
hanging indent
centered
blanket
multi-deck
kicker
banner

Use a consistent headline schedule, and observe established rules.

Students should:

Observe rules established for head count, capitalization, punctuation, and use of articles.
Be sure that the appropriate verb form is used.
State the verb not later than the first word of the second line.
Use active voice, unless there is good reason to use passive voice.
Avoid label heads and command heads.
Place only one complete thought in a 2-line head; if two thoughts are expressed in a 3-line head, separate them by a semicolon.
Use only acceptable abbreviations.
Avoid continuing a verb phrase on another line.
Avoid continuing a prepositional phrase on another line.
Avoid placing adjectives and their nouns on separate lines.
Avoid lines consisting of single words.
Avoid repeating principal words in two banks of a head.
Avoid repeating principal words in several heads on the same page.
As a rule, base the content of the headline on the lead of the story.
When the head is complete, re-read it. Make certain that it says what it was intended to say.

Resources

Agnew: Sec. 7
Reddick: Ch. 26
Spears: Ch. 15
Practice in Editing: "Some Basic Rules for Headline Writing"
"Teaching Effective Headline Writing," p. 73

Some instruction in this topic, as appropriate, may be presented in Journalism 2.

USING PHOTOGRAPHS EFFECTIVELY

Content

Learn why good pictures have news value.

Develop an understanding of their visual appeal.

Recognize that pictures must have adequate captions.

Recognize that persons must be clearly identified.

Learn how to relate pictures to stories.

Learn how many persons can be included effectively in 1-column, 2-column, and 3-column pictures. As a "rule of thumb," do not attempt to publish a picture in which a person's face occupies an area smaller than a dime.

Learn how to identify persons clearly and accurately in captions.

Learn how to pose individuals or groups so that photographs will be interesting. (Persons should be grouped close together and engaged in some activity.)

Understand the process of screening and the amount of detail which is lost from the original glossy print when it is screened and printed.

Learn which screens are available and how successfully each can be used in the school newspaper.

Recognize that a picture, caption, and story should complement each other, but that each should be able to stand alone.

Do not "find" a picture and build a story to fit it, or use a picture only for the sake of make up.

Resources

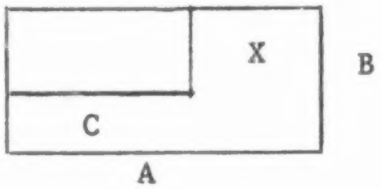
Reddick: Ch. 15
Spears: Ch. 19
Audio-visual materials, as listed in current catalogs

PROCESSING PHOTOGRAPHS FOR REPRODUCTION

Content

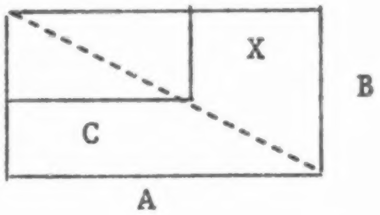
Learn how to reduce or enlarge pictures proportionately. In the following examples of a proportional reduction problem, A, B, and C are known:

The algebraic method



$$\frac{A}{B} = \frac{C}{X} \qquad X = \frac{BC}{A}$$

The "diagonal" method



Draw a diagonal across AB. Mark the point where C meets the diagonal. Measure for X.

The proportional scale method

Follow the printed directions on the scale. The scale solves for X automatically.

Avoid scratching the surface of a glossy print when writing on the back of the picture. Better still, avoid writing on the back of a glossy print.

Learn the principles of effective cropping and how to use a grease pencil.

Avoid enlarging the picture area more than 100 per cent, unless the glossy print is very sharp.

Understand that engravers can work more effectively and accurately if crop marking or direct trimming of a picture is slightly larger than the area desired in the finished engraving, as indicated on the back of the picture.

Exercise economy by "ganging" pictures for the same reduction or enlargement.

Recognize the desirability of reductions, especially of drawings.

Recognize the effectiveness, at times, of skilled retouching; but also the damage that can result from amateur retouching.

Learn the qualities of 65-screen, 80- or 85-screen, and 100-screen halftones. Become acquainted with their printing characteristics with various presses, inks, and newsprints.

Identify persons correctly in captions; list from left to right when working with glossy prints, mats, or proofs. List from right to left when working with engravings or stereos.

Resources

Spears: Ch. 19
Audio-visual materials, as listed in current catalogs

MAKING UP NEWSPAPER PAGES

Some instruction in this topic, as appropriate, may be presented in Journalism 2.

Content

Learn the purposes of page makeup and how to apply the principles involved.

- Display of news according to relative importance
- Attractiveness of page
- Recognizable character of the newspaper

Learn and apply the types of page makeup, their characteristics, and uses.

- Balanced
- Occult
- Studied unbalance (or broken)
- Brace (or diagonal)
- Circus (or pitchfork)

Learn how to apply the principles of balance and visual weight and of descending order of visual weight.

Learn how to prepare a dummy.

Learn how to use pictures and headlines in makeup.

- size
- face
- weight
- column width
- boxes
- indents
- contrast
- blanket heads
- subheads (or breaklines)

Editors should:

- Use only a few type families.
- Select those which are harmonious.
- Develop visual balance and harmony.
- Be sure that corners of page are anchored.
- Apply the principle of descending visual weight.
- Relate pictures to stories.
- Relate head size to story length as well as to position.
- Adapt size and position of nameplate to makeup requirements.

Editors should not:

- Cluster heads or pictures.
- Tombstone heads.
- Float pictures.
- Create gray islands of body type.
- Create too many headline steps.
- Break heads or pictures on the fold.
- Place pictures against ads.
- Isolate ads from body type.
- Use too many small stories on a page.
- Mortise zinc engravings, unless the printshop is equipped with the proper saw for trimming zinc.

Resources

Agnew: Sec. 8
Reddick: Chs. 27, 28
Spears: Ch. 16
Practice in Editing: Exercises in page makeup

USING TYPOGRAPHY EFFECTIVELY

Some instruction in this topic, as appropriate, may be presented in Journalism 2.

Content

Learn the purposes of using typographing effectively.

- News emphasis
- Attractiveness
- Page design and distinctive character
- Legibility

Learn how to apply the techniques of design to achieve effectiveness.

- Principles of harmony and contrast
- Type weight, size, and style
- Headline width
- Principles of visual balance
- Principles of the descending order of visual weight
- Pictures and captions
- Indentions
- Boxed stories
- Boldface and lightface types
- Variations in sizes of body types
- Variations in column widths
- Placement of material on the page
- Restraint in utilization of typographical "gimmicks"

Learn how to organize a page which is attractive and distinctive.

Variations in makeup but consistency in typography

Use of only one or two type families on a page

Learn to use the common terminology of typography.

- Roman
- Gothic
- family
- face
- font
- weight
- heavy
- medium
- light
- small caps
- cap (or uppercase)
- lowercase
- italics
- boldface
- expanded
- condensed
- serif
- sans serif
- ascender
- descender
- shoulder
- tombstone
- box
- indent
- blanket

Resources

Agnew: Sec. 7, 8
Reddick: Chs. 26 28
Spears: Chs. 15, 16
Audio-visual materials, as listed in current catalogs

PERFORMING BUSINESS FUNCTIONS

In each high school, students enrolled in Journalism 3 also will perform certain duties relating to the financing, production, and distribution of the newspaper. They will undertake these duties in accordance with procedures for handling funds which have been established by the Student Activities Branch, Auxiliary Services Division. Both the newspaper adviser and the business manager will provide guidance and supervision. In addition to the procedures which apply to all schools, there are guidelines established by the principal for the newspaper staff at the individual school.

Performing business functions within this framework provides students with an additional opportunity to receive training in skills which will be useful in later years, and to contribute to the success of the newspaper.

FINANCING AND DISTRIBUTING THE NEWSPAPER

Content

Financing

Finance the newspaper according to the method that has been established in your school. Receive guidance from the adviser.

Maintain with care an account of receipts and expenses. Become acquainted with financial resources, and plan the budget, issue by issue.

Plan for production of the best newspaper possible within the budget authorized.

Conduct the sales campaign in accordance with procedures established in your school. Receive guidance from the adviser.

Seek the assistance of school organizations in promoting the sale of subscriptions.

Apply basic principles of good salesmanship:

> Make no apology for the product. Be sure it is a good product, and then sell it on this basis.
>
> Be truthful in sales claims.
>
> Stress the values of the newspaper to prospective subscribers, rather than appealing to "school spirit."

Distributing

Plan for distribution of each issue in accordance with procedures established in your school. Receive guidance from the adviser.

Count distribution copies carefully. Be sure that only subscribers receive the newspaper. Carelessness will decrease the value of the newspaper and handicap future subscription drives.

Be friendly and accomodating; not ill-tempered and bossy.

If distribution is accomplished during class time, be quiet and considerate of classes. Do not disrupt instruction.

Avoid littering the campus.

Resources

Reddick: Ch. 30
Spears: Chs. 22, 24
"Financing the School Newspaper," p. 80
"Conducting Subscription Drives," p. 81
"Distributing the School Newspaper," p. 82

OPERATING WITHIN THE ESTABLISHED BUDGET

Content

Consult with the adviser concerning budgetary and business problems. With the adviser, establish a budget, and follow authorized procedures. Learn the costs of such items as printing, photography, engravings, newsprint, and postage.

Determine, with the adviser, how many issues of the newspaper will be published and the average expenditure which can be made for each; allow for the cost of special editions with additional pages, pictorial features, paper stock for special editions, and color runs. Allow about ten per cent in the budget to cover unanticipated costs.

Follow the budget closely, rechecking account balances every two or three issues. Make adjustments when needed.

Observe economy measures to obtain the greatest benefit from the funds budgeted. Such practices include the following:

Meet shop deadlines to avoid extra changes for overtime labor.
Discourage wasteful practices, such as the following:

Reporters should not make rough drafts on prepared copy paper, or take home excessive stocks of supplies.
Photography work should not be entrusted to persons who are unfamiliar with it. Supplies of flash bulbs must be conserved. Film should be processed at one time, rather than in developers mixed separately for each photograph. The economic advantages of the polaroid camera should be studied.

When possible, borrow engravings of school news pictures from community or metropolitan newspapers.

Do not edit on galley proofs, except when absolutely necessary.

Determine accurately how many copies of the newspaper are needed, and do not order more copies than necessary.

Economize on engraving by "ganging" art on the pasteup. If a hardmetal saw is available, have engravings for separated positions in the newspaper "ganged," and ask the printer to saw them apart for placement in the pages. When possible, set up all the prints for engraving size-to-size.

If possible, obtain a casting box for the printshop, so that mats may be cast for art work at very low cost. If you do not have a casting box, a nearby high school which has one may provide this service for you in exchange of an equivalent weight of type metal.

Resources

Reddick: Ch. 30
Spears: Chs. 21, 22
"Financing the School Newspaper," p. 80
"Sharing Responsibility for Decisions," p. 84

SELLING ADVERTISING FOR THE NEWSPAPER

Content

Consult with the adviser in planning for the sale of advertising space. Follow authorized procedures.

Much advertising, in the form of copy, mats, or engravings, is received without solicitation. Before acceptance, determine whether advertising is suitable in terms of policies.

Invite local merchanst, by mail or in person, to purchase advertising space. "In person" contacts, if properly conducted, are more successful.

Approach prospective advertisers in a businesslike and courteous manner.

Be alert, polite, and confident. Know your facts and how to present them.

Show the merchant sample copies of the school newspaper. Be prepared to provide information, preferably in writing, concerning student body enrollment; newspaper circulation; community area in which the newspaper is distributed; advertising rates; frequency of publication; and services available to local advertisers, such as assistance with art work, typography, or layouts. Be aquainted with the capabilities of the printshop, and be sure that the terms for use of advertising can be met.

Emphasize in your sales talk that students and their families patronize local businesses. Do not use the "community spirit," "help the school," or "we need your support to have our newspaper" approach. Instead, discuss the advantages to be gained by the advertiser.

Regardless of whether an order is placed, thank the merchant for his time, and leave a copy of the ad schedule with hims.

If an order is placed, develop the ad copy at that time or later. Ask the advertiser to check the copy and approve it in writing. Be sure that the insertion order or long-term contract is signed.

In class, present practice sales appeals to prospective advertisers. Discuss and evaluate with the class their probable effectiveness. If possible, obtain the help of the salesmanship class.

Proofread advertisements with extreme care. If possible, ask the advertiser to check and approve the proof.

Mail tearsheets of published ads with statements. At the end of the school year thank advertisers by letter and invite them to plan on continuing their use of advertising space.

Resources

Reddick: Ch. 31
Spears: Ch. 23
"Establishing Advertising Policies," p. 83

TEACHER RESOURCE MATERIALS

ORGANIZING THE STAFF

Each journalism teacher faces the dual problems of conducting instruction and supervising school newspaper production in accordance with the needs of students and the resources of the individual school.

No two situations, nor any two methods of operation, are identical; yet, journalism teachers share many similar problems.

Although the variety of these problems and the number of solutions make it impossible to offer specific advice in each situation, there are general suggestions which will be helpful in most schools. In some cases, several successful ways of dealing with a particular task can be suggested.

For this purpose, the "fact sheets" on the following pages have been developed.

SELECTING EDITORS AND EDITORIAL STAFFS

The performance of a newspaper staff tends to reflect the attitudes and efficiency of its editors. Thus, selection of qualified editors is of major importance. Students should be appointed to position of leadership only after careful consideration of their experience, skills, abilities, and personal characteristics.

It is recommended that only students who have completed two semesters of high school journalism be considered. The duties and responsibilities of each editorial position should be clearly stated on job description sheets which should be available to all staff members well in advance. Students who aspire to editorial positions should have an opportunity tc demonstrate their qualifications.

In the selection of an editor-in-chief, a number of plans are followed. In some cases, the method is specified in the student body constitution or its by-laws. In all cases, the adviser must retain the responsibility to making final decisions.

The editor-in-chief may be:

Appointed by the newspaper adviser.
Appointed by the newspaper adviser with the assistance of the outgoing editor.
Elected by the student body, with the approval of the newspaper adviser.
Elected by the newspaper staff, with the approval of the newspaper adviser.
Elected by the newspaper staff, with the approval of the newspaper adviser, after determination of a point rating based on such factors as marks, service, citizenship, recommendations, preparation of sample layouts, and headlines, and an interview.

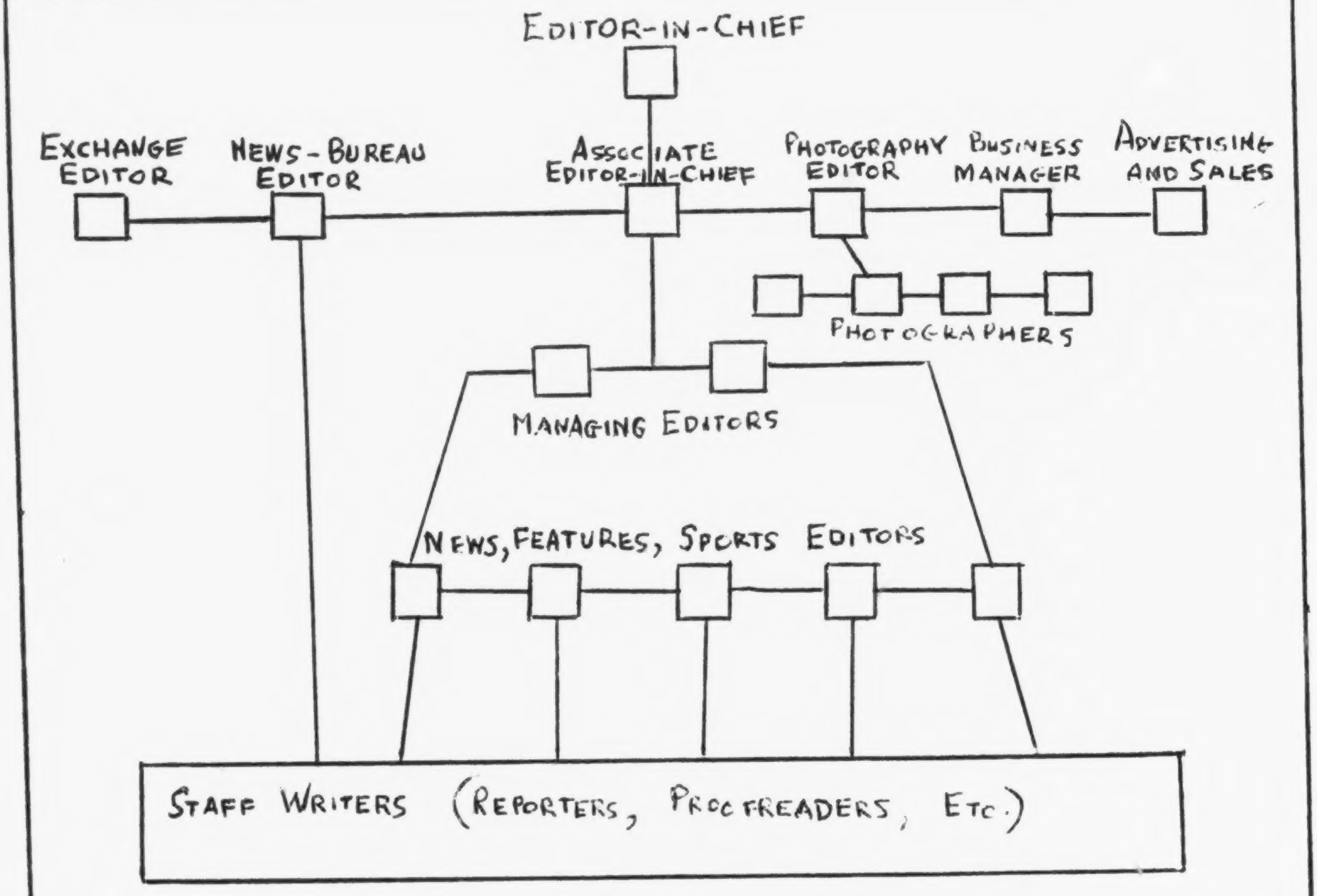
Page editors and other staff members also are selected in a number of ways. If there is not sufficient enrollment in Journalism 3, it may be necessary to fill some positions with superior students enrolled in Journalism 2. Again, the newspaper adviser retains the responsibility of making final decisions. Editors other than the editor-in-chief may be:

Appointed by the newspaper adviser.
Appointed by the new editor-in-chief with the guidance of the newspaper adviser.
Elected by the newspaper staff from a list of candidates approved by the newspaper adviser.

ESTABLISHING STAFF RESPONSIBILITIES

The size of the staff, publication needs, qualifications of students, and other factors affect the way in which a staff is organized. No single plan of organization is "the right one"; circumstances will suggest the type most suitable in each school. The only essential is that staff members understand the plan which is adopted and follow it closely. Policies should be established democratically in staff meetings; but, once established, the policies must be carefully observed. In this way, each staff member will clearly understand his duties and to whom he is responsible.

A suggested staff organization which may be adapted to local requirements is shown below. For example, the number of page editors will vary with publication requirements. On smaller staffs, certain positions may be combined. On very large staffs, co-editors may work on alternate editions. In some cases, there may even be a separate staff for each edition.



STAFF ORGANIZATION - LOS ANGELES HIGH SCHOOL - BLUE AND WHITE

ESTABLISHING NEWSPAPER OBJECTIVES

Why is there a school newspaper? What are its purposes? The answers to these questions are dependent upon several factors, including school and staff tradition; competition; pride in achievement; and influences of administration, adviser, the student body, staff members, alumni, and other advisers.

Actions must have purpose to be effective, and purpose determines emphasis. For example, the content and standards of two newspapers will differ if one program is concerned primarily with the development of writing skills and the other is concerned only with the achievement of high national ratings. In the former, student articles, even when faulty, would be published without hesitation; in the latter, excellence would be maintained, even when the adviser believed it was necessary to rework most of the material submitted.

Establish with the administrator and staff the specific goals that the school newspaper will seek to achieve. After this has been done, assure that the decisions are reflected in the publication schedule, content, and standards. The result will be a newspaper which represents the school adequately and which has a character of its own.

Journalism advisers do not agree concerning the relative importance of newspaper objectives. Therefore, the following purposes are not necessarily listed in order of priority:

To provide the journalism students with a laboratory in which to improve communications skills

Serve as a public relations instrument for the school

Provide the student body with a newspaper of the best possible quality

To promote school pride and spirit

To provide journalism students with vocational training in journalism and related fields

To provide an activity which will help journalism students to develop desirable personal traits

To provide the student body with a newspaper which contains articles of the greatest possible interest

To produce a newspaper which will contribute to the improvement of reading standards

To provide the school with a bulletin service for wide circulation of announcements and information of general concern

To produce a newspaper which will win contests and receive high scores from rating services

ASSURING THAT STAFF MEMBERS WILL NOT OVERSPECIALIZE

Advisers often find that members of school newspaper staffs tend to specialize too much. It is natural for some students to prefer writing a particular type of material, such as sports, news, features, editorials, or reviews, but too great a degree of specialization prevents achievement of the purposes of journalism instruction.

It is important that every student also be required to develop skill in a variety of writing techniques.

The following guidelines are therefore recommended:

1. Encourage each staff member to associate himself with a particular type of coverage and to produce voluntarily specialized material. This procedure will provide satisfaction for the student, stimulate interest in staff membership, provide page editors with regular sources of articles, and improve the quality of writing.

2. Require that all staff members, including editors, be available for general reportorial assignments. Each page editor should be provided with the names of staff members and directed to distribute assignments as equitably as possible.

3. Review scrapbooks of student work periodically. Each scrapbook should be divided into categories, such as straight news, news features, features, interviews, editorials, critical reviews, essays, and sports. As a basic course requirement, each writer should develop a specified amount of material to be included in each category during the semester. The scrapbook may contain copies of unpublished articles as well as clippings.

4. To provide guidance and incentive, make general class assignments occasionally, with a deadline of a week or 10 days, for submission of material of a particular type by all members of the class.

Specialized responsibilities involved in staff services, such as copy reading, proofreading, headline writing, page makeup, typing, filing, and mailing, must not be permitted to exempt students from basic course requirements.

PROCESSING COPY, FROM REPORTER TO PRESSMAN

Several considerations influence the handling of copy. These include:

1. The copy reaching the printshop should be thoroughly checked.
2. Some staff member must be responsible for the final approval of copy before it is delivered to the adviser as ready for typesetting.
3. The adviser reviews copy for suitability of content and for reasonable standards of quality.
4. The adviser also must receive a cop of the material as it was submitted before editing to provide a basis for evaluating student performance.

Procedures for processing copy vary, depending upon the size of the staff and the capabilities of the editors. However, in one form or another, the following practices are observed:

1. Copy is prepared in duplicate or in triplicate.

   The original copy is retained for processing by the editor-in-chief or by the page editor who made the assignment to the reporter.

   The duplicate copy is submitted to the adviser for credit and marking. The triplicate copy, if provided, is submitted to the publicity co-ordinator or news bureau chief, as a possible basis for a news release.

   As a variation, all copies may be submitted to the adviser, who then makes the appropriate disposition.

2. The page editors, or the managing editor, maintain an up-to-date log for each page of each issue. This log shows the progress of each story--when and to whom the assignment was made, when the story was submitted, whether the deadline was met, when and by whom the headline was prepared, and when the copy was delivered to the printshop.

3. Some provision is made to identify who has processed each article. A set of boxes for initials is provided in the corner of prepared copy paper. These boxes permit initialing for (1) copyreading; (2) headline writing (usually by the copyreader); (3) editing, as a final check that the story and headline are ready for printing; and (4) a final authorization by the adviser to the printshop that the material is approved, as it appears, to be set in type.

4. Proofs are returned with the copy to the adviser for disposition to editors. Proofreaders place their initials in the lower corner of the galley or page proofs. The adviser makes a final check of the proofs and initials them as satisfactory before their return to the printshop.

5. Original copy, obtained after galley proofs are read, is returned to the writer so that he may observe how much editing was necessary.

ASSURING COMPLETE COVERAGE OF CAMPUS NEWS

The work of the newspaper staff should be organized so as to assure thorough coverage of news. Clubs, service organizations, classes, offices, and departments must be contacted regularly.

Three major sources of reportorial assignments should be consulted periodically: the master calendar, which is available in the office of one of the school administrators; the sports schedule, which is prepared by the athletic coordinator; and the list of clubs and organizations, which is prepared at least once a year and includes the names of advisers. In addition, an up-to-date list of department chairmen should be maintained, to expedite coverage.

With the guidance of the adviser, one of the editors makes general assignments based on items listed on the master calendar. The sports editor assures coverage of major and minor sports events.

Beats are assigned from the lists of clubs, service organizations, classes, offices, and departments. There will be from 20 to 60 news sources to be covered for each issue, depending on the size of the school. Bookrooms, records offices, custodial staff members, the cafeteria, and other special sources should not be overlooked.

After the editor has prepared a list of beats, and it has been approved by the adviser, staff members should be officially notified. Preparation of a report form will facilitate coverage. The report form should include:

- Name of organization, office, or other news source
- Name of person to be contacted
- A space in which news items can be written
- The reporter's name
- A space in which the person to be contacted may sign as an indication that he has been contacted by the reporter

A report file should be maintained as evidence of coverage and for reference by editors. The file may be amintained successfully in any of three ways:

- By date
- By club, organization, office, or department name
- By broad, general categories, such as by departments, service clubs, administrative offices

Whatever system of campus coverage is established, it should be checked regularly and re-evaluated for effectiveness.

UTILIZING JOURNALISM 1 STUDENTS AS STAFF MEMBERS

Advantages of inviting Journalism 1 students to contribute material for the school newspaper include:

More copy is available from which to select.

More complete news coverage will be achieved.

Journalism 1 students receive an incentive to do better work and have an opportunity to develop initiative, responsibility, and appreciation of the need for promptness and accuracy.

More students will be encouraged to enroll in Journalism 2.

Ideally, work by Journalism 1 students on the school newspaper should be on an invitational basis. Although some of these students may show exceptional interest, it is not recommended that they be assigned as regular staff members. The teacher should consider articles by Journalism 1 students as enrichment or extra-credit assignments. However, they should not be accepted in lieu of regular class requirements. The following are possible guidelines:

1. It is recommended that ideas for editorials, features, or news stories be listed regularly by the editor and posted on the Journalism 1 class bulletin board. Class members should be invited to volunteer for assignments. When several students undertake the same assignment, the editor will have a greater choice of material.

2. Journalism 1 students who accept assignments should be required to meet the same standards as other staff members.

3. Carbon copies of all materials by Journalism 1 students should be submitted to the teacher for marking. Credit should be granted without regard for edited and printed versions.

4. In general, by-lines are assigned as a reward for stories or articles of exceptional merit or for material which is essentially editorial in nature. Rather than use of a by-line with each news story by a Journalism 1 student, it is recommended that "Journalism 1 class contributors to this issue" be listed in the masthead, following the names of regular staff members.

PRODUCING THE "CUB" EDITION

A traditional activity for Journalism 1 students in many high schools is preparation of a "cub edition" of the school newspaper. Its publication each semester:

Provides a culminating and motivating activity for the Journalism 1 class.

Provides a staff experience which may stimulate enrollment in Journalism 2.

Provides an enrichment activity for which students may receive extra credit.

Stimulates reader interest.

If produced as the next-to-the-last edition of the semester, permits the regular staff additional time for preparation of the final issue, which usually is an oversize "senior edition."

Students who have been instructed in the sequence of topics presented in the Instructional Guide for Journalism 1 will be trained in the techniques of news gathering, interviewing, and note-taking; use of basic copyreading marks and the style sheet; and writing of the news story, feature story, interview story, sports story, and editorial. They will be well acquainted with news elements, the content of newspapers, the news collection process, and the production process. They also will have evaluated critically several school publications.

The "cub edition" staff, therefore, will be prepared to organize, to plan the edition, make assignments, and follow through in meeting deadlines. Reporters will be prepared to write most of the types of material to be published. In the technical skills of editing, however, the help of regular staff members will be needed. The following suggestions may prove helpful in planning a "cub edition":

1. Establish all deadlines one full day ahead of the usual deadlines to allow for the inexperience of the staff.

2. If the Journalism 1 class members are permitted to elect their own editor, indicate who are the qualified candidates. Consider, however, the advisability of permitting the election of any but a failing student as a page editor. Sometimes, a mediocre student "blossoms" under the stimulus of genuine responsibility and an opportunity for recognition.

3. Before candidates accept nominations, point out that editors may have to work before and after school.

4. Do not require "cub" staff members to be present in the classroom before or after school, unless they have volunteered to do so. This responsibility is not one of the requirements for enrollment in Journalism 1.

AVOIDING LIBEL

School newspapers are not immune from charges of libel. Any published news item, feature, editorial, or picture which would tend falsely to subject an individual or an identifiable group to contempt or ridicule can be used as a basis for a libel suit. The fact that such cases are extremely rare is a tribute not so much to the newspaper as to the tolerance of the public.

Students should understand the following aspects of the problem:

1. Staff members should feel safe from charges of libel not because of reader tolerance, but because they have exercise propriety and good judgment in writing and editing.

2. Production of the school newspaper, as a laboratory activity, provides training for writers, just as a woodshop trains woodworkers or an orchestra trains instrumentalists. A newspaper staff has no more ethical right to injure other persons than does any other class.

3. Student athletes, student body officers, musicians, actors, and debaters are engaged in educational activities. They are not presenting themselves for public approval or disapproval in the hope of material gain in the same sense as are professionals in these fields. The principles of "fair comment and criticism" do not apply to students.

4. The school and the school newspaper are obligated to respect the privacy of each student and staff member.

5. If libel is committed and a judgment is awarded to the injured party, all persons involved, from the student writer to the superintendent of schools and the Board of Education, will be concerned. A judgment may be made against any or all of the defendants.

   It is not difficult to avoid libel if staff members:

   a. Do not publish a gossip column or anything similar to one.

   b. Do not permit any personal attacks to be published and exclude material which would infringe on the dignity of any individual or group.

   c. Check facts with particular care before stories are published.

   d. Write from a positive, rather than a negative, viewpoint. For example, if an athlete was outplayed, the reporter should write that he was outplayed, not that he played poorly.

GUIDING SELECTION OF NEWSPAPER CONTENT

Because production of the newspaper is a part of the educational program and the school is legally liable for what appears in print, the administrator usually directs the adviser to exercise whatever control is necessary when material is submitted for publication. For this purpose, such guidelines as the following may be helpful:

1. Develop in the editor and staff self-discipline in judging the suitability of material for publication.

2. Establish a clear understanding of the purposes of the newspaper and of the limitations on the authority of the editor.

3. When it is necessary to censor material, be as constructive as possible. Often, a minor change is all that is needed. Most topics can be treated in the school newspaper if the writer is tactful, respects the rights of others, and uses good taste. Advise students to write from a constructive viewpoint.

4. Review with the staff the sections of this guide which concern editorial policy and libel, as well as sections in the *Instructional Guide for Journalism 1* relating to libel and freedom of the press as it applies to school publications.

5. Help the staff to recognize that certain types of material simply are not appropriate. Material for the newspaper, including "Letters to the Editor," should not:

    a. Discredit or ridicule any individual or group.

    b. Promote private feuds or publicize "private jokes."

    c. Repeat gossip. "Funny" in person is not always "funny" in print.

    d. Contain falsehoods, except in a humorous context, such as in an "April Fool" edition or special article or column.

    e. Contain libel.

    f. Show poor taste, either in content or presentation.

    g. Imply approval of sub-standard conduct or of undesirable actions or habits.

6. Emphasize that appointment to the staff is accompanied by additional responsibility to serve the best interests of the school.

MAINTAINING HARMONIOUS WORKING RELATIONSHIPS WITH ADMINISTRATORS AND OTHER STAFF MEMBERS

Journalism advisers can work more effectively if their relationships with administrators and other staff members are harmonious. The following guidelines will help maintain favorable working relationships.

Administrators

To do:

1. Understand thoroughly administrative policies concerning the newspaper. Be conscious of the newspaper's role in school-community relationships.
2. When appropriate, invite administrators to contribute articles for publication. However, the newspaper should not be used as a substitute for a bulletin.
3. Produce a quality product which will merit the administrators' respect.

To avoid:

1. Do not involve the principal unnecessarily in problems with students or faculty members.
2. Do not publish photographs of poor quality.
3. Avoid use of material which would be offensive to a significant number of readers.
4. Do not permit newspaper production to interfere with the school program.

Other Staff Members

To do:

1. Assure news coverage of all departments and of all types of school activities.
2. In news of student achievements, be sure that the teachers who are concerned receive credit.
3. Assure that the newspaper is sold, published, and distributed in a way that will not interfere with the instructional program.

To avoid:

1. Do not permit staff members to disturb classes.
2. Do not permit material to be published which promotes one activity or subject field at the expense of another.
3. Do not permit staff members to miss other classes in order to work on the newspaper.
4. Do not permit staff members to develop the attitude that they are entitled to special privileges because of their positions.

WORKING WITH PRINTSHOP PERSONNEL

Both the paper and the school itself benefit when editorial and production staffs work harmoniously. The two staffs should develop a spirit of professional cooperation. These guidelines will help to maintain effective working relationships:

1. Learn about the workload of personnel in the printshop, the equipment available, and the capabilities of the student staff.

2. Establish with printshop personnel a mutually agreeable schedule for production and deadlines. Educate staff in importance of submitting legible copy which has been carefully checked and corrected by the writer and editor.

3. Invite the printshop teacher to share in the planning of production and design aspects of the newspaper. Utilize his skill and knowledge in the graphic arts field.

4. Encourage the editorial staff to invite the student production foreman and members of his staff to share in conferences which concern production problems or schedules, design changes, or needs for special printing or extra press runs for special editions.

5. Consult the printshop teacher in advance when it is necessary to request changes in the regular production schedule. Encourage a strict adherence to deadlines except under very unusual circumstances.

6. Recognize that student printing work, just like student writing and editing, is not of professional quality. Be patient, while you and the printing adviser work together to improve performance.

7. Encourage the editor and staff to send written thanks to the printshop crew for special jobs that involve work beyond that of regular production.

8. Be sure that names of the printshop teacher and of the student printing crew are listed in the masthead.

9. Discourage students from blaming printshop personnel for production problems. Do not permit "buck passing."

10. Emphasize that production of the newspaper is a cooperative enterprise to which both staff members and printshop personnel contribute.

11. Be sure that it is clearly understood who has final responsibility for the approval of newspaper content.

GUIDING EDITOR-STUDENT GOVERNMENT RELATIONSHIPS

The relationship of the editor to the student council varies from school to school. In most schools, however, one of the following patterns is utilized:

1. The editor is a voting member of the student council.

   Advantages--(a) The editor is well-informed concerning student government activities. (b) If the editor is elected by the student body his editorial opinions carry more authority. (c) The prestige of the editor's position is increased.

   Disadvantages--(a) It often is not practical for the editor to enroll in both the leadership class and the journalism staff class. (b) If the editor is elected by the student body, he may be chosen on the basis of popularity rather than qualifications. (c) If the newspaper takes a stand on student issues, the editor may be involved in a conflict of interest. He may be pressured by the student council to make the position of the newspaper agree with that of the council. (d) If the editor is not elected by the student body, but is a voting member of the student council, the democratic right of the students to representation in their government is being bypassed.

2. The editor is a non-voting member of the student council.

   Advantages--The advantages listed above are applicable. In addition, the editor is not as vulnerable to pressures from council members.

   Disadvantages--Those listed above are applicable, except that the editor is not as subject to council influence.

3. The editor is not a member of the student council.

   Advantages--(a) The editor is free of direct influence from the student council. (b) If the leadership class and the journalism staff class are scheduled at the same hour, the editor may be able to arrange to attend student council meetings as an observer. (c) However, he need not enroll in both classes.

   Disadvantages--(a) There is greater danger of inaccuracies in the reporting of student government news. (b) Expressions of editorial opinion lack official authority. (c) The editor does not have the additional prestige of council membership.

When journalism and student government advisers discuss problems and policies of mutual concern until understanding is reached, both student groups benefit. Fifteen minutes and two cups of coffee frequently are the only therapy required to relieve a tense situation.

PREPARING NEWS RELEASES FOR COMMUNITY AND METROPOLITAN NEWSPAPERS

Methods of handling news releases vary greatly. Some schools are in metropolitan areas which are not served by smaller community publications. Other schools are in areas which have several local newspapers, as well as city-wide publications of interest to particular ethnic groups. Still other schools are located in separate, incorporated cities with local daily newspapers. Such procedures as the following are adapted to local needs:

1. A Commissioner of Publicity, who is a member of the school newspaper staff, prepares news releases on a weekly basis for off-campus use.
2. A Publicity Chairman is responsible for preparing school publicity. He is a member of the Student Council and may or may not be a member of the newspaper staff.
3. The newspaper adviser prepares news releases.
4. A member of the faculty other than the newspaper adviser prepares news releases.
5. Individual staff members prepare columns for off-campus publications.
6. Duplicate copies of all stories written for the school newspaper are deposited in an "outside newspaper" basket. The adviser prepares an appropriate packet each week for mailing.

The following guidelines may be helpful in the preparation of news releases:

1. Arrange for every person who furnishes material to local papers to meet the editors and to work with them on a personal basis.
2. Remember that only articles approved by the adviser may be submitted for publication.
3. Note that community weeklies tend to publish most material as submitted, without further editing. If there are competing publications, the editors will appreciate different versions of a story, rather than duplicate copies.
4. Be sure that material is submitted prior to deadlines.
5. Assure that each release is identified with the name and telephone number of a person who can furnish additional information, the name of the writer, and the words "For immediate release" or a specific release date.
6. Arrange, when possible, for provision of pictures and captions to local papers. Editors are more likely to publish pictures if they are furnished with mats and proofs, rather than glossy prints. The smaller newspapers rarely will supply photographers; they depend on the school to furnish photographs with major stories.
7. Consult the administrator and financial manager concerning the budget for paper, envelopes, postage, photographs, engravings, mats, and other expences. These should not be charged to the school newspaper budget.
8. When major news is involved, notify all newspapers, including metropolitan dailies, as well as radio and television stations. Follow procedures established by the Office of Public Information, Los Angeles City Schools.
9. Retain duplicate copies of releases.

FUNCTIONING AS BOTH TEACHER AND ADVISER

The terms "newspaper adviser" and "journalism teacher" have both been used in this guide; yet, they are not necessarily synonymous. They refer to the same person in the school, but in different roles. As the newspaper adviser, he is concerned with staff training, guidance, and management, as well as with publication organization and production. As the journalism teacher, he is concerned with the achievement by his students of the full range of objectives of the journalism sequence. In addition, as a member of the faculty in the English department, he teaches several courses other than journalism.

In the pressures of deadlines and the demands of production, he must constantly be aware of the purposes of the publication and of the objectives of the journalism courses. He must plan and maintain a schedule that does not permit his responsibilities as the newspaper adviser to overbalance his role as a teacher.

In the following group of "fact sheets," suggestions are offered which may be helpful in dealing with these problems.

ORGANIZING THE CLASS FOR INSTRUCTION AND PRODUCTION

As in every type of production course, the journalism teacher has a twofold responsibility. He must provide English instruction and at the same time supervise production of the school newspaper. Journalism 2 and 3 are fully accredited English electives. Therefore, the journalism teacher must analyze course objectives and establish guidelines. In the process, he should consider the following:

1. How much class time will be devoted to newspaper production and how much to instruction?
2. Is the newspaper intended to be of highest possible caliber, or is it primarily a teaching tool? Will the workload be carried by the most capable students, or will responsibilities be rotated so as to give all members a variety of experiences?
3. To what extent will students be permitted to make decisions and exercise freedom of choice? Will the newspaper be a student production, errors and all, or will it be a modified version of material which was prepared by the students?
4. How large should the newspaper be? How frequently should it be published?

Decisions relating to these matters should be made with the school administrator. It is unlikely that the "biggest and best" newspaper can be produced by the student staff if course objectives also are to be achieved. Many excellent staff organizations leave much to be desired as a class in journalism.

In establishing a balanced schedule of production and instruction, the teacher-adviser should consider the following:

1. Every student should have a variety of writing, reading, research, and speaking assignments.
2. Every student should have periodic individual conferences concerning his progress.
3. Every student should have clear understanding of what he is supposed to be learning and of the basis on which his work will be judged.

ORGANIZING THE PRODUCTION-TEACHING SCHEDULE

In organizing production and classroom instruction, the journalism adviser should consider the following:

1. Activities of the newspaper staff should not interfere with those of other classes taught by the adviser.

   Journalism staff members should not work in the classroom during other classes.

   Printshop personnel should not deliver proofs, pick them up, nor discuss production problems with the adviser while classes are in session.

   Bulletin materials and chalkboard notations for long-term reference by the staff should not be displayed in areas intended for use by other classes.

   Students in classes other than journalism should find the classroom to be neat and orderly.

   Because the newspaper is a teaching instrument, rather than the purpose for which the class was created, it does not merit a priority which, in a production or editing "emergency" can divert the adviser's time and attention from any other class in his teaching schedule.

2. The adviser is neither a writer for the newspaper nor its producer. During staff class, he should be free to assist staff members at any level when they encounter difficulty.

The following suggestions may be helpful:

1. Delegate responsibilities to student editors. The newspaper may be less perfect, but the editors will learn more, and you will be free to teach more.

2. Schedule the staff class just before the conference period. If possible, arrange the conference period at the end of the school day.

3. When possible, arrange for the printing class which produces the newspaper and for the staff class to be conducted during the same period. In this way, students in both groups will be able to confer directly. Interruptions of other classes will be minimized.

DEVELOPING A QUALIFIED STAFF

To obtain qualified students for Journalism 2 and 3, it is necessary to stimulate the interest of capable students in Journalism 1. The larger the enrollment in the beginning class, the greater will be enrollment in Journalism 2 and 3. The following suggestions may be helpful:

1. Be sure that the newspaper staff maintains high standards. Administrators, counselors, teachers, and parents base their judgments of the quality of the teaching program in journalism on the caliber of the newspaper.
2. In Journalism 1, emphasize the development of effective communication skills.
3. Build the prestige of the newspaper staff, and take advantage of its "glamor" potential, in such ways as the following:

   Award pins and certificates at recognition dinners or similar events.

   Publicize staff field trips or excursions to college "newspaper" days.

   Publicize awards won by staff members or the newspaper.

   Require that students obtain permission to enroll in Journalism 2 and 3 and, if possible, in Journalism 1.
4. Strengthen instruction in Journalism 1 through the use of guest speakers, field trips, audio-visual materials, and special projects.
5. Invite the principal to attend special journalism functions. Ask him to sign and present journalism awards.
6. Encourage enrollment of tenth-grade students in Journalism 1 so that they will qualify for subsequent enrollment in Journalism 2 and 3. Encourage enrollment in Summer Session to make possible later choice of Journalism 2 and 3 as electives. If possible, limit enrollment in Journalism 1 to students with superior achievement in English.
7. Visit, or arrange for staff members to visit, 10th- and 11th-grade English classes to stimulate interest in journalism. Invite capable students to enroll. Seek recommendations and other assistance in contracting prospective journalism students. Present staff members, English teachers, and counselors will have helpful suggestions. Follow up by providing recommended students' names to grade counselors.

ESTABLISHING STANDARDS FOR MARKING PRACTICES

The journalism teacher soon learns that establishing standards for marks is difficult because so much subjective judgment is involved in the measurement of cooperation, dependability, initiative, and editorial judgment. Writing skill, copyreading, proofreading, and preparation of page makeup also must be judged subjectively because each assignment involves unique problems.

For these reasons, journalism teachers have developed widely divergent techniques in assigning marks. However, the criteria for evaluation of staff performance are used with relative consistency. These are:

Quality of work produced

Quantity of work produced

Reliability

Initiative and resourcefulness

In addition to the foregoing, the journalism teacher must consider student performance in the classroom. For example, he must evaluate the quality of work in completing term projects, special assignments, reports, and exercises in Practice in Editing and the textbook. In addition, he must assess the results of quizzes and examinations. Such activities will provide more comparable total class performance and will make possible more objectivity in assignment of marks.

A number of methods of assigning final marks have been developed by advisers. These include the following:

An average of marks for stories written, assignments completed, headlines composed, pages designed, and other projects

An average of single, subjective, "overall" marks assigned each week for performance "in general"

A system whereby students potentially may earn a specified number of points for each assignment and in which a certain number of cumulative points are necessary to qualify a student for each mark

Many advisers ask the editor-in-chief to submit recommended marks for staff members, review with him proposed marks, or confer with other staff members in the evaluation of student progress. However, while discussions may be helpful, it is inadvisable to place an editor in the position of determining, even by implication, actual semester marks.

RECOGNIZING ACHIEVEMENTS OF STAFF MEMBERS

As in other classes, students in high school journalism are most strongly motivated to do their best work when outstanding achievement is recognized. Work on a school newspaper, of course, already has a "built-in" reward mechanism; but much more can be done to recognize noteworthy achievement. Techniques include the following:

1. Marks--Every student should know that initiative, resourcefulness, dependability, helpfulness, and quality of production will affect marks.
2. By-lines--These should be assigned to stories for only two reasons: (1) the article is a feature or editorial based upon the opinions of the writer or (2) the article represents superior performance. Excessive use of by-lines defeats their purposes. Articles which contain opinions should not be identified with by-lines when the material should have been written in an objective manner. Otherwise, bad reporting is encouraged.
3. Promotion--Editorial positions are assigned to outstanding students.
4. Pictures--The display of photographs of former editors in the journalism classroom can stimulate staff pride.
5. Membership in Quill and Scroll Society--Outstanding 11th- and 12th-grade students can join this organization.
6. Recognition pins--As a recognition of special merit, a "most valuable staff member" pin can be awarded at a culminating event for the staff.
7. Identification pins--Staff members can be authorized to wear appropriate identifying pins.
8. Awards dinners--During semi-annual dinners, certificates of achievement can be awarded. New staff appointments also may be announced.
9. Assembly--A "Meet the Press" assembly may be scheduled for early in the semester. At this time, the newspaper staff may be presented.
10. Staff party--Journalism awards and certificates of achievement may be presented at a staff party.

Special events which are arranged for the class must be approved in advance by the principal.

INFORMING STUDENTS OF CAREER OPPORTUNITIES

Too often, students regard newspaper work as the only career opportunity in journalism. Their work on the high school newspaper and their concentration on the problems of newspaper writing and editing make it easy for students to overlook opportunities in many related fields for which they may qualify. The journalism teacher should acquaint the class with these alternatives and provide career guidance for the students who are most capable and most interested.

In addition to newspaper work, journalism training may prepare students for careers in such fields as the following:

- Publicity
- Public relations
- Advertising
- Copy writing
- Technical writing
- Specialized editing
- Specialized feature, column, or editorial work
- Television, radio, or motion picture news or documentary writing
- Magazine writing or editing
- House organ writing or editing
- Community newspaper work
- Freelance authorship
- Journalism teaching

Several of these occupations are discussed in Reddick, Chapter 33.

With the approval of the school administrator, guest speakers may be requested to discuss career opportunities. Many persons enjoy speaking to journalism classes.

As resources, the teacher also may use a variety of audio-visual material, including films, filmstrips, bulletin board displays, books, and magazines. The magazine rack should include as wide a variety as possible of materials related to occupations in journalism. The school librarian may assist in ordering books, magazines, and newspapers.

Reports concerning either fiction or nonfiction may be assigned on topics related to any of the fields associated with journalism. These reports should involve some research by the student, and a number may be presented orally. In some cases, panel discussions resulting from reading and research may make it possible to present and compare data concerning several occupations.

Another valuable source of occupational information are college press days, which are held for the benefit of high school journalists. If possible, students should attend some of the seminars in which professionals discuss a variety of career opportunities.

TEACHING EFFECTIVE HEADLINE WRITING

First impressions are important. In the case of a newspaper, the first impression is created by its general appearance; and nothing has greater influence on its general appearance than do the headlines. The wording and fit of headlines have much to do with their initial impact.

For some students, headline writing is easy; for others, it is difficult. It requires extensive vocabulary, originality, wit, news sense, judgment, and a high degree of perception. Headline writing helps the student to develop sensitivity to the exact meanings of words, pinpoint grammatical constructions, make fine distinctions of values, and understand precise connotations. When newspapers are reviewed in class, examples of effective and poor headlines should be discussed. Recognition should be given for particularly well-written headlines, just as for stories; and their faults and virtues should be discussed objectively.

Brief, but regularly assigned, headline writing practice will help develop this elusive but creative and satisfying skill. Students will produce better-written headlines when the following points are emphasized. They should be instructed to:

1. Follow the approved headline schedule.
2. Observe the established permissible counts. Avoid short lines. Avoid submitting a headline which counts "a little over" the maximum because the printer can "steal space." Perhaps he can, but the resulting headline will be unsatisfactory.
3. In a headline, use only abbreviations which would be appropriate in the story itself. Avoid use of abbreviations or initials which are not recognizable to the average reader.
4. Avoid use of unnecessary articles or conjunctions to "fill out" lines.
5. Place the main news in the headline. Usually, this means that the headline should be based on the lead. If this is not the case, the lead probably should be rewritten.
6. Be sure that the headline conveys the meaning intended. Sometimes, headline writing becomes a series of compromises with words that mean "almost the same thing" until they lose their significance as words and become merely lengths which either fit or do not fit. The result, too frequently, is far removed from the desired meaning.
7. Avoid editorializing or making interpretations.

When a student is having difficulty in writing a particular headline, it may be helpful for him to proceed with another task. Later, he may return to the original assignment and complete it successfully by using a different approach.

PRODUCING A LITERARY SUPPLEMENT

If it is decided to produce a literary publication, or a literary supplement to the school newspaper, the persons concerned should meet to discuss basic details. The administrator, financial manager, printing teacher, journalism adviser, and English department chairman usually are involved. The creative writing teacher also should be present if his class is to assist. Decisions will be necessary regarding (1) the type of publication, (2) the budget, (3) the financing (minimum budgets are from $100 to $200), (4) the selecting of materials, (5) the distribution and sales price, and (6) the deadlines. Spears, Chapter 26, will be helpful.

A literary publication or supplement has a number of advantages. Such a project provides additional experience for members of the staff class; offers an outlet for students not enrolled in journalism classes to exercise creative talent; and provides an additional incentive for improvement of the educational program.

Disadvantages include the fact that much of the material tends to be contributed by a limited number of students, unless literature and creative writing classes participate; extra work is created for the print shop, particularly in assembling and stapling; additional funds are needed; and the journalism adviser must assume an additional responsibility.

The literary editor should be assigned from the journalism class. Other students may be invited to serve as writers, artists, typists, or secretaries. At an organizational meeting, the literary editor and adviser should discuss plans and opportunities for participation with students who have expressed interest. Bulletin announcements, items in the student newspaper, and visits to classes can be used to stimulate further interest in staff positions and in the submittal of poems, stories, plays, essays, sketches, and samples of art work.

The literary editor reads contributions, checks those which are suitable for publication, obtains verifications of originality from the writers, and assigns them to typists. Copy and headlines are sent to the print shop in accordance with deadlines. Artists use carbon copies of selections in preparing illustrations. Later, the literary editor and/or the art editor work up page layouts with the proofs.

All copy should be typeset, proofs checked, art work completed, paper ordered, and page layouts completed on the basis of the production schedule to allow the print shop sufficient time for page proofs, page runs, assembling, and stapling.

If a pamphlet or magazine presents too many production problems, an 8-page insert in the newspaper may be preferable; but a production schedule is still necessary.

AFFILIATING WITH JOURNALISM ORGANIZATIONS

School newspapers may affiliate with several journalism organizations, and advisers and students have a variety of membership opportunities. Each association or society offers unique services and incentives. In making choices, the journalism teacher will find it helpful to discuss the groups with other advisers; to study correspondence and literature; and, particularly, to consider the needs of the newspaper, staff, and school. He also should consult Spears, Chapter 27.

Leading organizations include:

For Journalism Teachers

Journalism Education Association (JEA), formerly known as the National Association of Journalism Directors (NAJD)--This association is affiliated with the National Education Association (NEA), the National Scholastic Press Association (NSPA), and the National Council of Teachers of English. Information is available from the NSPA, 18 Journalism Building, University of Minnesota, Minneapolis, Minnesota.

Los Angeles County Journalism Advisers Association--This group coordinates area-wide events for student publications and staffs.

Los Angeles High School Journalism Teachers Association--This organization conducts activities for journalism teachers in Los Angeles City high schools.

(Annual dues for these organizations may be paid at meetings for advisers at college press days. The dues total $7 per year.)

For Journalism Students

The only national organization to which high school students may belong is the Quill and Scroll Society. Other press associations (page 76) are for membership by publications only. To be eligible for Quill and Scroll, a student must be enrolled in the 11th or 12th grade, be in the upper third of his class scholastically, be a superior journalism student, and be recommended by his adviser. There is a $2.50 membership fee. Each member receives a gold badge and a one-year's subscription to Quill and Scroll magazine.

For Newspapers

There are four principal organizations for publications. These are described on page 76.

UTILIZING RATING AND OTHER PRESS ASSOCIATION SERVICES

Each of the organizations available for membership by high school newspapers offers services to assist with the journalism program. However, advisers are divided in their opinions regarding the value of these groups.

> Quill and Scroll provides an emblem to be placed with the newspaper masthead. In addition, staff members may wear identifying pins, and Quill and Scroll magazine is provided for the staff library.
>
> The Pacific Slope School Press Association furnishes member newspapers with educational materials and production advice. Annual conferences may be attended by staff members or advisers.
>
> The National Scholastic Press Association (NSPA) offers the best-known of the critical rating services, as well as supplementary materials of value to newspaper staffs. NSPA also publishes Scholastic Editor, a monthly magazine for staff use.
>
> The Columbia Scholastic Press Association (CSPA) provides services similar to those of NSPA, including critical rating. It publishes the School Press Review, a monthly periodical for staff use.

Persons who support these associations emphasize that membership can help staff members to develop pride in their accomplishments and can provide an incentive for improving the quality of the school newspaper. Results of critical rating services likewise can contribute to improvement.

Persons who oppose or discourage affiliation with the associations state that it represents an additional expense, particularly for the critical rating services, and that criteria used in judging newspapers are unrealistic. Another major objection is that the emphasis on the results of critical ratings focuses attention on the production of a prize-winning newspaper rather than on achievement of the objectives of the high school journalism program. In addition, reports of evaluations are received after the students concerned no longer are members of the staff.

PARTICIPATING IN CONTESTS AND COLLEGE NEWSPAPER DAYS

Many invitations to enter contests, both for individual students and newspaper staffs, are received by journalism advisers and English department chairmen. Before announcing contests, the teacher should verify that they are authorized. Lists of approved contests are available in the school administrator's office. Although it would be impractical for students to enter all contests, participation in some heightens interest, provides incentives, and contributes to the recognition of superior work.

College press days represent another activity which can benefit the journalism program. Several local colleges and universities conduct daylong programs for high school students, which feature speakers and special-interest seminars. Contests for high school newspapers are conducted, and awards are presented. In addition, the associations of journalism teachers schedule an annual "write-off tournament," an all-day program in which prizes are awarded; and a semiannual event in which students have an opportunity to serve as reporters for the Los Angeles Times.

Although the list of approved events varies from year to year, the following normally are included:

Journalism Contests

Contests specifically intended for journalism students are sponsored by the Invest in America Week Committee, the United States Navy, the Kemper Insurance Group, the Los Angeles Department of Airports, the California Science Fair, the Tuberculosis and Health Association, and the United Crusade.

Essay Contests

Staff members may enter essay contests sponsored by the American Legion Auxiliary; California Federation of Business and Professional Women's Clubs; Civitan Club; Daughters of the American Revolution; Los Angeles County Bar Association; Los Angeles County Coordinating Council; Los Angeles Herald-Examiner; National Conference of Christians and Jews; Soroptimist Federation of America, Inc.; United Nations; Women's Christian Temperance Union; and Youth and Community Affairs Council.

College Newspaper Days

Sponsors of college newspaper days include the University of California at Los Angeles, University of Southern California, and Los Angeles City College. Other colleges offer such events for high schools in their vicinity.

Other Special Events

The Los Angeles County Journalism Advisers Association conducts the "write-off tournament" referred to above, while the Los Angeles High School Journalism Teachers Association arranges the "Reporter on the Times" contest with the cooperation of the Los Angeles Times.

SUPERVISING PRODUCTION AND BUSINESS FUNCTIONS

Production and business problems are a major source of concern for newspaper advisers. Development of policies and procedures for subscription campaigns, circulation, financing, and advertising management can divert time and energy from the teaching schedule. Uncertainty and worry may exist as to whether the practices followed in the school are the most effective that might be utilized.

There is no "right way," but patterns can be developed for the individual school which appear to be the best in the local situation. Newspapers are financed, sold, and distributed in a variety of ways. Advertising policies vary. Newspapers are produced in several sizes and with varying production schedules.

Several of these practices are discussed in the following pages.

88

EQUIPPING THE NEWSPAPER STAFF LABORATORY

An adequately equipped newspaper staff laboratory will result in a better teaching program and a better newspaper. A basic principle in effective staff operation is to separate the newspaper work area from that used for the classroom.

Frequently, the areas are divided by a glass partition. This arrangement affords security for both classroom and newspaper materials but permits the teacher to supervise the staff from anywhere in the classroom. However, not all staff materials should be placed in the partitioned area; the Journalism 1 students should have access to some resources.

Ideally, a journalism adviser should endeavor to provide the following materials and equipment, arranged as conveniently as possible in the classroom and in the partitioned staff area:

Basic materials, such as prepared copy paper, dummy pages, business forms, scissors, paper cutter, paste, large rulers, soft-lead copy pencils, pins, and stapler
Large bulletin boards, for both instructional and editorial use
Work tables for conducting conferences, proofreading, dummying, and pasting
Mailboxes, or "pigeonholes," for every member of the staff; additional storage space for each of the editors, for materials and correspondence
Personal desks for the editor-in-chief and news bureau chief
Typewriters with pica type and typing tables, in sufficient numbers to permit reasonable access and use (Six to eight typewriters will be needed, depending on the size of the staff.)
File cabinets, or supply cases, with locks, for back copies of the newspaper, art materials, and engravings
A bookcase, with an adequate reference library for staff use
An unabridged dictionary, with a stand
A magazine rack, for display of current editions of magazines related to journalism, literature, current events, and the arts
A newspaper rack, for display of current editions of the school newspaper, exchange newspapers, and local professional newspapers

Any, or all, of the following items are highly desirable, if they can be obtained:

A telephone, with a lock (on an outside line or a school extension)
A spirit duplicator, for production of news releases (A metal cabinet is required for storage of duplicator supplies.)
A horseshoe-shaped copy rim, for editing and copyreading personnel
A wash basin, with hot and cold water, for the cleaning of ink-stained and paste-daubed hands

FINANCING THE SCHOOL NEWSPAPER

School newspapers are financed in several ways, and often by a combination of methods. Sources of revenue include the following:

The sale of student activity cards which include a subscription to the newspaper

Advertising carried in the newspaper

Subscriptions (Depending upon the size of the newspaper and its frequency of publication, the price of subscriptions will range from 50 cents to $2 per semester.)

The sale of single copies of the newspaper, when it is distributed (The price usually is 10 cents per copy.)

Direct subsidy from student body funds

Promotional activities, such as paper drives, candy sales, pay assemblies, and carnivals

The sale of a "publications" subscription as a "bargain package," including both the yearbook and the newspaper

A newspaper which is supported entirely from student body funds, advertising revenues, or promotional activities may be distributed free to all students. This arrangement offers a tremendous advantage to the staff in that it eliminates both the need for a subscription drive and the necessity to restrict the distribution of each issue to subscribers only.

A newspaper which is supported from activity card revenue also has the advantage of not being dependent upon a subscription drive. In addition, the newspaper budget for the year can be quickly established. Although only activity card holders receive each issue of the newspaper, possession of the card provides quick identification of subscribers. Classroom distribution avoids the likelihood of cards being lent to unauthorized persons.

Although it is desirable to allow for contingencies in the balance between income and expenditures, newspaper advisers should not attempt to accumulate a surplus. Any balance in the newspaper account at the end of the school year is returned to the student body general fund. Therefore, if there is a profit, it is advantageous to use it before the close of the school year to purchase needed equipment or supplies. Expenditures should be discussed with the financial manager and must be approved by the administrator.

Because the school newspaper's service responsibility is primarily to the students, many journalism advisers and administrators specify the maximum number of column inches of advertising which will be accepted for publication in each issue. In doing so, they avoid the accumulation of a surplus.

CONDUCTING SUBSCRIPTION DRIVES

The method of financing the newspaper will determine whether a subscription drive is necessary; and, if so, how it will be conducted.

When a newspaper is financed entirely through student body subsidy, advertising revenue, or promotional activities, no subscription drive, as such, is needed.

When it is financed through sale of student body activity cards, it is probable that the staff will have the active assistance of the Student Council or leadership class in the drive.

When the paper is financed in conjunction with a campaign for the sale of the yearbook, the yearbook staff, whose tasks are relatively light in September and October, should assume leadership of the drive.

When the paper is financed through direct subscriptions or single-copy sales, the staff will have the major responsibility for the drive. However, valuable assistance usually is available from the leadership class, the House of representatives, the homeroom representatives, the salesmanship class, the speech class, the art production class, the printing class, and the band. Promotional activities may include:

Publication of notices in the first edition of the newspaper and in the daily bulletin
Presentation of brief talks in classrooms
Conduct of noon period rallies
Display of banners in hallways or other authorized locations
Display of bulletin board exhibits and posters in authorized locations
Conduct of contests by homerooms or by grade levels
Presentation of pay assemblies, offering free admission to subscribers only

During promotional activities, it sometimes is difficult to maintain perspective as to just what is being sold and of the functions of that product in the total school program. Student salesmen must keep the following points clearly in mind:

They are not "selling" a show or a contest, but newspaper subscriptions.

The newspaper is a valuable commodity in its own right; otherwise, the subscription drive cannot be justified.

The values of the newspaper itself should be stressed to prospective subscribers. Salesmen should not appeal to "school spirit" or "your duty to support the paper." The newspaper is a service which is provided for students because they want it. If they do not want it, there should be no newspaper.

DISTRIBUTING THE SCHOOL NEWSPAPER

It is unlikely that any two schools will use identical methods of newspaper distribution. There are certain procedures, however, which generally are followed:

In schools which distribute copies without charge to all students

1. Students pick up papers from distribution stations. Pride in campus cleanliness must be developed to avoid littering. Until such a tradition is established, each station may be supervised by one or two staff members.
2. Newspapers are distributed during a designated period. Each teacher sends a classroom representative to the distribution station with a report specifying the number of copies needed.
3. Newspapers are distributed during a designated period by members of the staff. They visit each room.
4. The required number of copies is placed in each teacher's office mailbox for distribution during the specified class period.

In schools which distribute copies by subscription or activity card

1. Newspapers are distributed to subscribers during a designated period.
   a. Teachers notify the staff of room numbers and of the number of subscriptions.
      (1) Copies are counted out and delivered to the rooms by staff members or students from the print shop.
      (2) Copies are counted out and distributed to classroom representatives from the journalism room or print shop.
   b. Teachers list names of subscribers on large envelopes provided by the staff. Copies are placed in the envelopes and delivered to classrooms by staff members or students from the print shop. Teachers return the empty envelopes on the next day to the journalism teacher's mailbox. Staff members check the envelopes and replace those missing to prepare for the next distribution.
2. At distribution stations, subscribers present wallet-size subscription tickets which contain numbered spaces corresponding to each issue. Staff members distribute copies and punch the appropriate number on each ticket.

In schools in which single copies are sold

Procedures for collection of money and auditing are developed with the financial manager. Every copy of the newspaper must be accounted for. Collections are delivered to the financial manager, and receipts are retained for audit, whether staff members act as news vendors or work at a counter. Ideally, all sales of single copies should be performed at the business office.

ESTABLISHING ADVERTISING POLICIES

When advertisements are included in the school newspaper, it is important to recognize not only the importance of maintaining the good will of advertisers but also of safe-guarding the welfare of student readers and the position of the school in the community. Such principles as the following must be considered:

1. Production of the school newspaper is not intended to make a profit. (Note statement of purposes on page 54.) Advertising is used to provide only needed revenue. This fact should be clearly indicated in a written policy statement. If it is necessary to refuse advertising, the policy can be cited.

2. Local businessmen should not be urged to advertise in the school newspaper "to support the school" or "to win the good will of the students." If a prospective advertiser expresses such an attitude, it should be pointed out that the newspaper offers a valuable service by providing at low cost a profitable reading audience.

3. Guidelines should be developed with the school administrator to indicate clearly those types of advertising which are suitable and those which are not. These guidelines should be available in written form to be shown to prospective advertisers, if necessary.

As a rule, student newspapers do not publish certain types of advertising. These include advertisement which involve:

Tobacco products or alcoholic beverages

Off-campus political candidates or issues

Lurid motion pictures, stage productions, books, or magazines

Illustration involving provocative nudity

Policies regarding use of other kinds of advertising vary at individual schools. Among subjects in the "borderline" category are the following:

Motion pictures or dramatic productions recommended for viewing by adults only

Books or magazines which would not be included in the school library collection

Illustrations involving very abbreviated costumes

Expensive, teen-age "fad" items

SHARING RESPONSIBILITY FOR DECISIONS

Journalism teachers develop policies for the newspaper's business and editorial functions cooperatively with the other persons concerned. Every person at the school who will be directly affected by a proposed policy or a change of procedure should share in the decision making. Every policy should have as its primary objective the improvement of the educational program in journalism and/ or graphic arts, or the provision of a desirable service to the entire school.

Examples of questions to be considered by the teacher in policy making include:

1. Production

How often should the newspaper be published? How many pages should the newspaper contain? How many columns should each page contain? What should the page size be? What grade of newsprint should be used?	Develop answers to these questions in conference with the administrator, the financial manager, the printing teacher, and the English department chairman. Consider budget and production capabilities of the journalism and printing staffs. Production pressures must not impair educational functions. Other major considerations are the equipment available in the printshop, its workload, the linotype time available, the kind of press available, and how it will perform on various grades of newsprint.

2. Finance

How will the newspaper be financed? How will subscriptions be sold and tickets printed? How will the budget be established? How will collections be received and deposited? How will payments be made for expenditures?	Consider these problems with the administrator and the financial manager. There is no greater potential source of trouble than the unauthorized or unwise handling of finances or financial records. Obtain administrative approval in all such matters and respect and conform to the financial manager's requirements.

3. Standards

What will be acceptable standards of spelling, grammar, proofreading, and expression in the newspaper?	Confer with the administrator, printing teacher, and English department chairman regarding these questions. Plan the schedule in terms of the capabilities of the staff and printing students without sacrificing educational objectives or diverting their time and energy from other classes.

REVIEWING NEWSPAPER PRACTICES

Results of a 1966 survey of newspaper practices in Los Angeles city high schools appear on this and the following page. Forty-five publications were involved in the study. Trends may be of interest to newspaper advisers and school administrators. Pages cited in the tabulation refer to corresponding pages in this guide.

Selection of the student editor (See page 52.)

Appointed by the adviser	27
Elected by the student body	7
Nominees appointed by the adviser; elected by the staff	4
Elected by the staff	6
Appointed by the adviser and the editors	1

Preparation of newspaper copy (See page 56.)

Prepared in single copy only	27
Prepared in duplicate	17
Prepared in triplicate	1
Checked by adviser only	5
Checked by editor only	2
Checked by editor and adviser	38
Galley proofs checked by adviser only	3
Galley proofs checked by editor only	4
Galley proofs checked by editor and adviser	7
Galley proofs checked by editor and staff	3
Galley proofs checked by staff, editor, and adviser	27
Galley proofs checked by Journalism 1 class and adviser	1

Utilization of beats (See page 57.)

Staff uses beats	32
Staff does not use beats	13

Participation on staff by Journalism 1 students (See page 58.)

Participate regularly	14
Participate occasionally	2
Participate as individuals, on a voluntary basis	17
Do not participate	12

Production of Cub Edition (See page 59.)

Journalism 1 class produces a Cub Edition	23
Journalism 1 class does not produce a Cub Edition	22

Relationship of editor to student governing body (See page 64.)

Editor is a voting member.	21
Editor is a non-voting member.	4
Editor is an observer at meetings.	2
Editor is not related in any direct manner.	18

Membership of newspaper in associations (See page 75.)

National Scholastic Press Association	(non-members: 22)	23
Uses NSPA critical service	(non-users: 31)	14
Columbia Scholastic Press Association	(non-members: 25)	20
Uses CSPA critical service	(non-users: 35)	10
Quill and Scroll	(non-members: 16)	29

Availability of equipment (See page 79.)

All staff members have mailboxes or storage space.	(do not have: 17)	28
Staff room has a telephone.	(do not have: 23)	22

Typewriters are available in a ratio of one per the following number of staff members: (2) 2; (3) 8; (4) 19; (5) 7; (6) 2; (7) 1; (8) 4; (9) _; (10) 1; (11+) 1

Financing the newspaper (See page 80.)

(Several of the newspapers are financed through more than one of the following means.)

By advertising revenue	38
By sale of student activity cards	25
By sale of subscriptions	14
By direct subsidy from student body funds	17

Distribution of the newspaper (See page 82.)

Distributed free to all students	10
Distributed to subscribers only	35
Distributed to classes in a designated period	31
Distributed at stations on campus	14

Basic advertising rate charged for 1 column inch (See page 83.)

None 3; $1 16; $1.25 8; $1.35 1; $1.50 14; $1.75 2; $2 1

Frequency of publication (See page 84)

Weekly 20; Bi-weekly 23; Tri-weekly 2

Size of publication (See page 84.)

Regular issue is 4 pages.	36
Regular issue is 6 pages.	8
Issues alternate as 4 pages and 6 pages.	1
Pages contain 3 columns.	1
Pages contain 4 columns.	19
Pages contain 5 columns.	24
Pages contain 6 columns.	1

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